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Hubs, rims and spokes

Mr Kenneth Baker's discussion paper on "Financial Delegation to Schools" (otherwise known as local financial management) is clearly only a first cock-shy at what is going to be a complicated set of administrative changes. As expected, it assumes that every local authority will have to analyse its expenditure, define and cost central items such as capital spending, insurance, administration, advisory and inspection services, and distribute the rest of the local authority education budget according to a formula "to be agreed with the Secretary of State".

The discussion document raises (but doesn't answer) various questions about repairs and maintenance, health and safety, and the carrying forward of money saved (or overspent) from year to year. This last point is clearly crucial. Being able to carry over savings is essential, and it is equally essential that schools should have to live with their own mistakes by carrying deficits on to the next year. Community schools offer their own conundrums, as the document notes. Who is to control budgets which cross inter-authority and inter-service boundaries?

All these practical details will have to be thrashed out, with the distribution formulae, and the weighting to be assigned to numbers and ages of children, social factors, local authority policy aims, school size, and so on. All that can be said with certainty is that, when the regression analyses have been finished and the computers and the kings have departed, the eventual formula will be unfair to some and over-generous to others. It will be as popular as that other monument to the higher administrator's art, the Rate Support Grant. What is not clear is how much local variation in formulae will be allowed. Clearly some, but not much.

Local financial management is in essence an excellent idea which may still manage to triumph over the partisan politics which threaten it. Some

authorities have already made a good start with pilot schemes. It would have been much more sensible to have allowed more time before trying to produce a national scheme. The greater discretion which governors are to be given over the deployment of staff looks like conflicting with the greater degree of centralization implicit in Mr Baker's 1987 pay settlement. In particular, it is going to be interesting to see how local authorities will be able to draw up schemes for the allocation of incentive payments if it is in the governors' discretion to decide otherwise.

The most radical paragraph seems to be only incidental to the main objective of local financial management. Paragraph 12 coolly proposes to scrap the arrangements for the appointment of staff set out in the Education (No 2) Act, 1986—before it has even come into force. It states: "The Secretary of State envisages that the selection of headteachers, teachers and other staff would be a matter to be delegated to the governing body". The local authority role would be limited to ensuring that appointees comply with the Education (Teachers) Regulations. Under the 1986 Act there was an uncomfortable sharing of the power of appointment for heads, which promised a hiatus if the governors and the local authority representation could not agree. What is proposed in the discussion paper resolves the deadlock but leaves the local authority impotent.

The Government's aim is plainly to remove from local authorities, and the politicians who sit on them, all power over appointments to eliminate the political jobbery which they expect Labour extremists to indulge in. There is no doubt that such political jobbery has gone on, particularly in places where a single party regime (usually Labour) has operated for many years, or (more recently) where local authorities have tried to make their own ideologies a touchstone for orthodoxy.

By handing the power of appointment over to the

governors, Mr Baker cannot completely remove the danger of political jobbery, but power (and risk) would be spread more thinly through the system. All along, the assumption seems to be that governors will be apolitical, but is this reasonable? The more influence governors are given over appointments, both professional and lay, the greater the likelihood that political, ethnic and religious networks will come into play.

Many people will be quite pleased to see the role of local councillors in appointments reduced. It has been far too great and the suggested change would give greater *de facto* power in selection to heads and their staff. But they will need all the help they can get from officers of the local authority, who should continue to have a big hand in appointments.

Nowhere does the discussion paper recognize the increased importance which local delegation may well give to teachers' union representatives at the school level. The "power" of the governors over staffing will often be a form of weakness. It would not be surprising if the unions move into the vacuum. The discussion paper alludes indirectly to the increase of administration at each school and how to pay for it (a matter for "local resolution"). It is quite obvious that the governors—a team of unpaid volunteers meeting once or twice a term in their spare time—will need to be properly supported, and the head, on whom much of the day-to-day work will actually fall, will need a bursar. If no bursar is appointed, a deputy head will get pressed into doing these administrative tasks instead of other senior duties.

Local financial management is a good idea but only if properly served. The demands on the staff at city and county hall are more likely to increase than decrease, if an even more decentralized system is to be properly audited and supervised. Pace Mr Baker, you cannot have a rim to the wheel without spokes.

COMMENT

No quarter from HMI

Everyone extracts the message they wish to hear from a publication like the HMI annual report, but this year's speaks for itself. It catalogues the parlous state of many schools where the fabric is defective and where ineffective deployment of people and resources exacerbates a shortage of supplies.

It also criticizes the quality of the teaching in as many as a third of the classrooms which inspectors visited and ineffective leadership from the head in a quarter of the schools.

It has to be remembered that, although action in the long-running teachers' dispute was not at its height when HMI visits took place, the legacy of prolonged upheaval may explain the particular severity of the Inspectorate's strictures on the secondary schools—their middle management as well as their heads. But the seriousness of this survey must not be obscured by the barrage of self-serving responses to which it gives rise.

Those who draw attention to the shortage of resources are quite right to do so and quite right to demand action. It is no answer to the teacher in the dilapidated classroom without textbooks to say that there would be no shortage of resources if they were properly deployed. If they are not available for teaching the children where and when they present themselves they might as well not exist.

But it equally behoves those whose response to the report is to claim that more money would solve everything to accept what the inspectors have to say about the high proportion of secondary schools where adequate stocks of library and textbooks were not being used, and where the information technology available was not being employed effectively.

Of course resources are important. Money may not be everything, but it is obvious that too many schools are run-down and that this affects the quality of teaching.

All this said, the sting of the report is in its verdict about teachers and teaching. Of course, years of low pay and lowered morale have had their effect on teachers' performance and motivation, but HMI's finding that poor work in too many classrooms was linked to low expectations and inadequate perceptions of pupils' needs is not new. HMI have been repeating that message for as long as they have been publishing their reports.

It is as well to remember that, this year the HMI's right-wing critics can be expected to use the report, perversely, to put the inspectors themselves in the dock. Perhaps they all need reminding that it is the job of HMI to draw attention to what they find happening in the classroom. They can't take the executive action needed to change it. It is up to those who manage the schools (whoever they may be) to take remedial action.

It is Mr Baker's case that the local education authorities have failed to do the management job required to raise the quality of teaching, and that his new Great Education Reform Bill will have the required effect. That remains to be seen.

A national curriculum coupled to attainment tests is supposed in theory to raise objectives and sights, but most experience shows that it leads to more mechanistic than inspiring teaching. Many heads may welcome the chance under local financial management rules to decide for themselves whether to spend money on painting, desks or teachers' (though some don't thank you for the privilege), and the inspectors' resources they are responsible for. And there can't be much about that opening-out and filling-up will increase the wild variations in standards, and provision which increasingly concern HMI.



Realism—but not yet...

Saul Bellow wrote of one of his characters: "she was an excellent device if aimed properly". Its supporters have always said the same about CLEA—the Council of Local Education Authorities—which held its annual meeting at Lancaster last week. Local authorities can draw on the basic authenticity of the ballot box. They are part of the modern constitution. They exercise statutory powers and depend on the same political machinery which sends MPs to Westminster. But aiming them properly is almost a contradiction in terms. Even trying to get them to point in the same general direction is a formidable task.

All this became apparent soon after CLEA started to discuss the resolutions sent in from its member authorities. First came a carefully crafted motion, co-sponsored by the Labour and Conservative education leaders in the Association of Metropolitan Authorities and the Association of County Councils—all for statesmanship and consultation, and a realistic attempt to talk through the Government's plans in an attempt to improve them.

Once this had been passed, however, the mood changed; members had to be given their head. The onslaught on Mr Baker's proposals began in earnest. Worse than this, having first agreed to co-operate and consult in sweetness and light, they promptly voted to ban their chief education officers and other administrative staff from giving the DES any help in drawing up the Bill. Of course, individual authorities won't feel bound by CLEA resolution, but it perfectly illustrated the natural incompetence which rises to the top at meetings like this, and the fragility of the common front Messrs Neil Fletcher (AMA) and Philip Merridale (ACC) had lined up.

For his part Mr Baker, too, threaded a narrow path between conciliation and defiance. "Trust the people", he said (in effect), their democratically-elected representatives.

He received a polite and good-humoured hearing. The nearest the audience came to barking was the round of spontaneous laughter when he assured the assembled councillors with a flashing smile that no one could believe the Government was taking there can only be rudimentary consultations before the Bill is drafted. The consultation documents are only now being put out, and replies are required by mid-September, a patently impossible timetable.

But in any case, the main issues are settled and, non-negotiable: where some flexibility remains is in the detail which will go into the state of regulations which Mr Baker will have to issue after the Bill becomes an Act.

no comment

"What could have been a pleasant retirement lay activity (chairperson) is now becoming a battlefield." Quoted by chairman of governors, Ashington High School, Northumberland.

Second opinion

A season and time to consult

When we had the 11-plus in our town, the results always came out the last day before half-term. Sometimes the local authority is accused of launching school closure proposals just before the summer holiday.

Perhaps we are all guilty sometimes. It is scarcely surprising, though millions would consider it scandalous, that Mr Baker has decided to consult the providers, staff and users of the education service about major changes a week before the end of the school year, with comments required 10 days, or so after the end of the holidays. Of course most of us do not have more than two weeks' holiday, but it is not easy to contact people, much less organize meetings, and virtually impossible to meet in schools.

The consultative document in question proposes to force L.E.A.s to admit to any school the number they admitted in 1979/80. The consequences could be so serious that I expect many groups will manage to meet, and some who care a lot will write on benches. It is certain that national organizations representing L.E.A.s, teachers and parents will object. Will this make any difference?

At present L.E.A.s are legally allowed to keep school intakes up to 20 per cent below their possible capacity to ease the impact of falling rolls and to ease pressure on accommodation. Remember that some schools were grossly full in the year concerned and that since then curriculum development has increased the demand for space and specialized facilities. Remember too that we used to have falling numbers would bring us more space, better facilities, smaller classes.

Perhaps a tiny minority of authorities have abused this flexibility, using it for political reasons to protect unpopular schools and spite discriminating parents. For most of us, this is a different world from the one we inhabit. The preoccupations of political extremists on both sides seem totally irrelevant and incomprehensible to local people in Somerset or Northamptonshire, North Yorkshire or Hampshire, Hillingdon or Harrow, where conscientious elected members, officers and teachers are trying to do the best they can, in difficult times, for all the children in their care, giving parents the maximum choice, but trying not to overcrowd popular schools, and to make sure that there are also viable schools for areas which are remote, deprived, or unable to look after their interests without help. Why interfere with all this for the sake of a few extremists?

The biggest con of all is that this will increase parental choice. It may temporarily please a minority of parents, but if it leads to the closure of schools which for any reason do not pull in the crowds, they will not be there to fall back on when the inevitable cycle of fashion changes.

Because of cuts and the general running down of state education, there is not going to be enough good education (or choice) to go round. The present proposals are about rationing. They represent the first stage in what I am sure is a long-term plan to privilege a large section—I would guess about 25 per cent—of the system. If anybody guesses what sort of education will then be provided for the remaining 75 per cent.

Would it not be better to restrain the occasional excesses of a monopoly provider by requiring all schools which do not attract a given proportion of first choices to be inspected and their results published? Then we would really do something positive about inequalities, instead of legitimizing them.

Joan Sallis

Joan Sallis chairs the Campaign for Advancement of State Education.

IN BRIEF

NUT to trim administration

The National Union of Teachers, which has suffered a 15 per cent decline in membership over the past two years, is making cuts in its 200 administrative staff. The executive has approved a reorganization plan, phasing the cuts over three years. It is proposed to use retired members as volunteer union advisers at local level. The headquarters will remain at Hamilton House in London.

Opposition team

Mr Jack Straw's Labour education team has been announced. His number two will be Mr Derek Fatchett, the Leeds Central MP and former university lecturer, who will speak on secondary and tertiary education. Mrs Ann Clwyd, MP for Cynon Valley, will specialize in primary and pre-school education and Mr Andrew Bennett, MP for Denton and Reddish, retains his brief on higher education. All four are members of the left-of-centre Tribune group and considered loyal supporters of Mr Kinnock.

Pioneer retires

Mr Mabel Hellen, aged 80, thought to be the longest-serving head in Britain, has retired after 57 years as headmistress of White Gate Independent girls' school in Harrow, West Middlesex. Her retirement also coincides with the closure of the school, which opened in 1926.

Terms rejected

The Government has ruled out the four-term school year. Mr Bob Dunn, the education junior minister, told *Middlesex* a written parliamentary answer that the idea did not command universal support within the education service.

In the clear

Mr John Pearman, head of Friern Barnet grammar school, north London, has been cleared of causing actual bodily harm when caning a pupil who had obtained low marks in an examination. Judge Christopher Hornden directed a jury at Knightsbridge Crown Court to return a not guilty verdict on the grounds of insufficient evidence.

Top women

The number of women headteachers appointed by the Inner London Education Authority has risen sharply. From September, 55 per cent will be women—compared with only 40 per cent six years ago.

PPS post

Mr Patrick McLoughlin, MP for West Derbyshire, has been appointed Parliamentary Private Secretary to Mrs Angela Rumbold, Minister of State at the Department of Education and Science.

Broadening studies

Dr Harry Judge is resigning as director of Oxford University's Department of Educational Studies at the end of the 1987-8 academic year. He intends to devote his energies to a programme of cross-national education studies, in part to be carried out in several countries. But he will keep his links with the university.

Southwark crisis

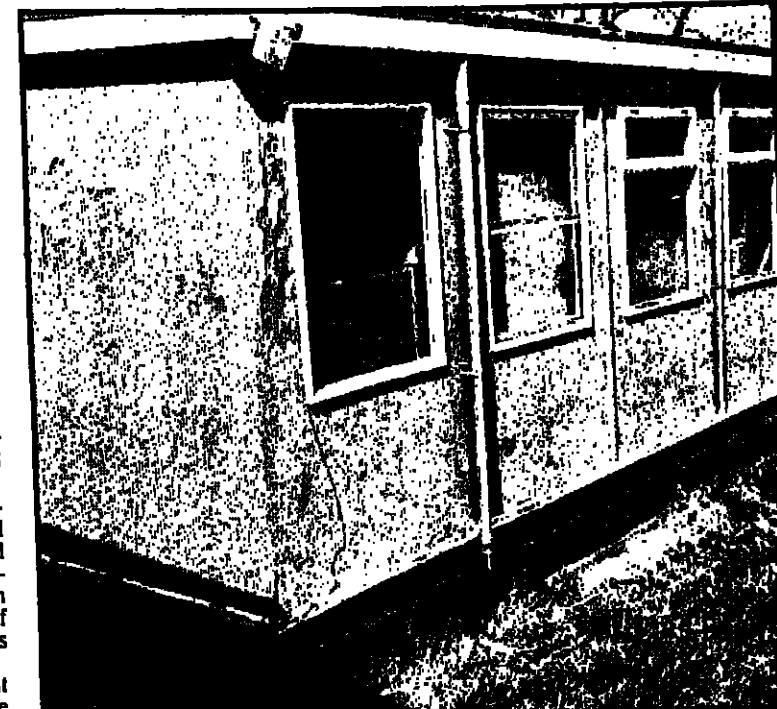
Parents, pupils, governors and teachers from the London borough of Southwark presented a petition to Parliament this week calling for an end to the crisis over teacher shortage in their primary schools. More than 100 signatures are expected in September.

BEd dropped

The BEd qualification is to disappear from universities next year, with the exception of Exeter University's honours BA in education. BA/BEds, however, which is seen as having higher status, will remain.

Few encouraging words from HMI

By Sue Surkes



Shoddy buildings such as this sixth-form common room still worry HMI

slightly more lessons than in 1985, but judged the quality of teaching to be "restrictive" in 32 per cent of all classes seen.

The provision of non-teaching staff emerged as patchy. In real terms, there was a slight pro rata improvement overall because of the decline in pupil numbers. But on paper, the numbers of ancillary staff in nursery and primary schools and qualified librarians and technical and laboratory assistants in secondary schools decreased slightly, while overall numbers of clerical staff and foreign language assistants remained broadly the same.

As a result of reductions in teaching and non-teaching staff, the inspectors received an increased number of reports about subjects having been removed from the curriculum completely or reduced. More than 220 examples were quoted in 1986 compared with 191 in 1985, the most cited with affected age groups being secondary school fourth and fifth years. The examples came from 34 primary, 167 secondary and 22 special schools.

HMI paints a dismal picture of the state of the nation's school buildings, noting "no significant improvement and many areas of continued deterioration". L.E.A.s budgeted for cash increases of just over 5 per cent for maintenance, repairs and redecoration for the current financial year after substantial increases in real terms for 1985-86 and 1984-85. Rising arson and vandalism hampered efforts to protect buildings.

On the question of resources for books, equipment and materials, however, the inspectors are less willing to generalize, pointing to long-standing variations in the way capital is allocated and to a noticeable trend (identified in at least 11 L.E.A.s.) to increase support for C.S.E. cover and above what was allocated through the Education Support Grant varied from nothing at all to around £160 plus per fourth-year pupil. In autumn 1986—the period covered by the report—the London boroughs and metropolitan districts provided more than the shire

counties on average. Financial contributions from parents—which declined slightly overall after a succession of rises in previous years—added to the variations. In just over 5 per cent of primary schools, they more than doubled capitation allowances.

The provision of books, equipment and materials was judged satisfactory in most L.E.A.s, although a substantial number reported deficiencies in library books and textbooks for 11 to 16-year-olds.

The limited use of computers in the classroom caused HMI added concern, according to the report: "It is disappointing to find that, with the increasing range and amount of information available to schools, its effective use across the curriculum is still so rare, although successful examples were encountered in primary schools especially."

The report is not all doom and gloom. Financial provision for in-service training increased in most authorities during the period under review and there was evidence of clearer identification of priorities and more effective planning.

The inspectors, who saw 11,875 classes in action, warn readers not to interpret the data as representative of the country as a whole.

Commenting on the report, Mr Baker drew on HMI's call for a clearer perception of pupils' needs and better management of staff and resources. "Local education authorities will want to act on these findings," he said.

Teacher unions and other bodies were more strident. Mr David Hart of the National Association of Head Teachers said the education service was crying out for a boost to training for heads, deputies and other senior staff and for additional non-teaching support. "If the Government expects more effective delivery of education by the schools, it must recognize all these needs otherwise reports like this will be produced year after year."

Report by Her Majesty's Inspectorate on L.E.A. Provision for Education and the Quality of Response in Schools and Colleges in England 1986 is available free from the Publications Despatch Centre, DES, Honeyport Lane, Slough, Middlesex.

£19m boost to computer training

by Ian Nash

A national recruitment and training programme for up to 750 advisory teachers has been proposed to boost the use of microcomputers across the curriculum.

Local education authorities are expected to advertise the new posts by next spring and the Microelectronics Education Support Unit has been asked to manage the training which could cost £1 million and take the form of a three-week intensive course next summer.

Following training, advisory teachers will return to their L.E.A.s to co-ordinate the £19 million education support grant plans confirmed by the Government this week.

The Government controversially intends that half the money should be spent on bringing "weak" authorities up to the levels of at least the "average" ones. It acknowledges that L.E.A.s which have spent large sums on INIs, novations, could protest, but a DES spokesman said it was unavoidable if the work of schools is to be consolidated.

About 210.5 million has been set aside to employ advisory teachers: one to every 25 secondary schools and one to every 45 primary schools.

The programme will be biased towards subject specialists in secondaries and a broad curriculum approach in the primaries. Music, in particular, is given an extremely high profile. The strategy of microelectronics across the curriculum is also a key theme.

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The Government's preparations for its Great Education Reform Bill continued apace this week with the publication of more consultative papers.

Earlier this week it released details of its plans to devolve spending powers to schools from the local education authorities and it is expected that further

consultative papers on the national curriculum and opting out of local authority control will be published today.

In anticipation of today's papers, various interest groups issued their own documents explaining why their subjects should retain a curriculum place – and

Wandsworth announced details of its plans to opt out of the Inner London Education Authority.

The Government also received a sharp rebuke in the House of Lords from the new Earl of Stockton – grandson of Sir Harold Macmillan – over the low morale of the teaching profession. *TES* staff report.



Paul Beresford: refused to rule out selection

Wandsworth prepares to go it alone

The Tory-controlled London borough of Wandsworth is to appoint a consultant to advise it on its plans to wrest control of local schools from the Inner London Education Authority.

The consultant, likely to be a retired chief education officer, will steer the borough through its initial discussions with parents, teachers and others, and help draw up a blueprint for running the new education authority.

A draft scheme for consultation is expected to be published by next summer.

This timetable is designed to bring the scheme before the Secretary of State soon after the Government's new Education Bill, containing its opting-out arrangements, gets on the statute book.

The controlling Tory group, which has only a one-seat majority, will then be hoping for a quick decision to enable it to take over the LEA's duties from September, 1989. This should enable them to complete their arrangements before the next local elections in May 1990.

Among the plans the council is considering is a "back to basics" approach, sharing facilities with local independent schools and enthusiastic adoption of the Government's open enrolment and bench-mark testing policies.

In an interview with *the TES*, Mr Paul Beresford, the council leader, also refused to rule out the possibility of selection returning.

Mr Baker this week introduced emergency measures to prevent the LEA from running down services and selling off school assets in boroughs opting out. Under the regulations, introduced from midnight on Wednesday, contracts and disposal of assets worth more than £15,000 must get his approval.

L.e.a.s lose power to appoint staff

by James Meikle

School governors will be made responsible for the appointment and dismissal of headteachers and their staff, at the same time as they are given more control of their budgets.

The Government is proposing to abolish procedures for selection panels with local authority representation laid down by the 1986 Education Act, and not yet even in force, over the next four to five years.

The new hiring and firing arrangements, given to governing bodies with more parents' representatives and businessmen, are outlined in a consultation paper on the devolving of financial management to secondary schools and primaries with more than 200 pupils. Comments have to be made to the Department of Education and Science by September 16, since the changes form part of the Great Education Reform Bill to be introduced to Parliament in the autumn.

Local authorities will still be the employers, but they will have far less say in the number, seniority, and full-time, part-time mix of teachers in individual schools, beyond fixing maximum and minimum staffing levels.

The Government document says: "Decisions on staff within this range would give governing bodies opportunity to vary the mix between expenditure on teaching staff on the one hand, and on the other aspects of school activities on the other hand, including non-teaching staff, books and materials."

It continues: "The Secretary of State envisages that the selection of headteachers, teachers and other staff



L.e.a. responsibility
Employment of teachers – setting of minimum and maximum staffing limits.
Teacher training, appraisal.
Capital spending and debt charges.
Administration of pay, tax and pension matters; accounts.
Advisory and inspection services.
Education welfare and psychology services.
School library service.
Financial, legal, medical advice.
Supply cover for long-term absences.
Spending supported by central Government education support grants.
School transport.
School meals – to be discussed.

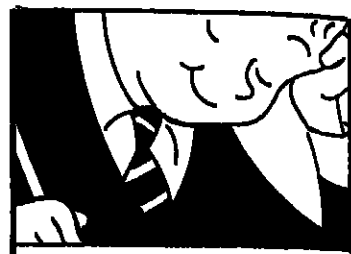
would be a matter to be delegated to the governing bodies. In the case of teachers, an L.e.a. would need to be satisfied, before an appointment could be made, that the person chosen by a governing body had satisfied the Education (Teachers) Regulations and had appropriate qualifications, and that his or her appointment would not be inconsistent with the delivery in the school of the national curriculum."

Schools giving premature retirement to staff or dismissing teachers without agreement of L.e.a.s would have to bear the financial costs. This will have big implications for disciplinary procedures about which nothing is said in the paper. The Government has also been very careful to leave scope for authorities to take the initiative on redeployment of individual teachers, where "desirable", but the governors would have to approve such schemes.

The proposals, if left unchanged, would mean that appointment procedures being phased in between now and 1989 would be scrapped, Mr Baker wants to see local authority schemes, and timetables for implementation, by September 1989, and wide-scale devolution must be in operation within the lifetime of this Government.

The 1986 Education Act provides for selection panels for heads and deputies, with governing bodies having at least the same representation as L.e.a.s, but with chief education officers having a right to attend or send a representative. Under this Act, the L.e.a.s have the final say over dismissal of teachers, although they must consult the school head and governors.

The Government is proposing that responsibility for major building work and inspection, advisory and welfare services, should remain with the local authorities, as should existing responsibilities for special schools and primary schools with fewer than 200 pupils. It also appears to recognize local differences in the funding formulae employed for delegating schools budgets, with allowances made for



School responsibility
Teaching complement within full-time equivalents set by L.e.a.
Delegated power of appointment of head, teachers and non-teaching staff, subject to approval of L.e.a. Discretion over seniority of posts.
Provision of cover for short periods.
Staffing levels for all staff except teachers.
Costs of dismissals or premature retirements not agreed by L.e.a.
Spending on books, materials, equipment.
Repairs and maintenance to buildings.
School meals – to be discussed.

social need and types and sizes of schools. The Government has commissioned Coopers and Lybrand to devise models of financial management. Ministers obviously want schools to continue finding some of their own money, whether through fund-raising or sponsorship from industry. But at the moment they do not intend allowing schools to exceed L.e.a. staffing limits.

Pleas for endangered subject species

by Ian Nash and Sue Surkes

The Government's plans to legislate for a national foundation curriculum have led to fears among interest groups that their subjects could be squeezed out of the school timetable.

Last week teachers were warned that health studies could fall victim of the national curriculum and new grant-related in-service training arrangements.

Speaking at a conference organized by the Family Planning Association, Mrs Doreen Massey, director of its education unit, also urged schools to be on guard against governing bodies using their powers under the 1986 Education Act to exclude sex education.

Children must be taught about Aids and all schools need clear policies within a framework of personal, social and health education, she said. "Governors will need a strong lead from schools before they can sensibly discuss sex education."

Without it, minority groups would use parental apathy to take control of governing bodies and impose their moral viewpoint by vetoing sex education – a power granted them under the 1986 Education Act.

Mrs Massey added that it was crucial that health education should not be marginalized by the core curriculum. "We must look to the national curriculum when it is drafted and make our views heard."

Meanwhile, the National Association of Teachers of Home Economics has been saddened by the exclusion of home economics from the curriculum list. The subject should be included for five to 14-year-olds, it says, as it prepares youngsters for everyday living, presents technology in relevant contexts and can provide career opportunities in a range of industries.

The association says that it agrees with the idea of a national curriculum but believes the list of subjects to be

included is inadequate for a balanced foundation curriculum.

● School sporting bodies and life-saving organizations are demanding "covering assurances" that swimming will be excluded from legislation allowing local education authorities to charge for "extras".

The move is part of a national campaign to put swimming back on the school curriculum. A recent survey of 540 schools by the Amateur Swimming Association revealed that at least one in five school-leavers could not swim.

Parents are being increasingly asked to pay transport costs and pool entrance fees, with the result that many schools have dropped swimming.

Mr John Verrill, secretary of the ASA, has written to all L.e.a.s and ministers of education, sport and health, demanding public statements on the importance of swimming in physical education.

High command failing troops

Teachers have been "overwhelmed, overburdened, and under-supported" by the present Government, the new Earl of Stockton told his fellow peers in his maiden speech to the House of Lords.

Despite praise for new initiatives such as the GCSE and the proposed national curriculum, Lord Stockton criticized the Government for the low morale, loss of confidence, and lack of resources in schools.

"We shall never deliver the sort of service to which we aspire with a teaching force that perceives itself to be demotivated, undercommitted, poorly prepared and badly resourced, as it does at this time," he said.

Likening teachers to a demoralized army about to go into battle, he blamed the "high command" – the Government – for the poor state of the profession. "It will not do to pass the buck to the local authorities any more than to brigade HQ," he said.

3-tier science research system urged

A three-tier system for universities and polytechnics is being recommended by the Government's advisory body on science research.

The Advisory Body for the Research Councils has urged the Government to select 15 universities which will receive the lion's share of science research funding.

The aim is to establish university centres which can take on the world, and respond to cuts in Government spending on research and the growing importance of large-scale experimental research.

The ABRC, which makes its recommendations in a consultative paper published this week, refers to three top-tier universities as Type R institutions.

The second tier (Type X) would include universities, and a handful of polytechnics, which would offer a broad range of teaching, but also some advanced research in specialist fields.

These would include mainly polytechnics, but also almost certainly some universities.

The consultation document will now be sent to institutions of higher education, scientific researchers and industrialists for their comments, which must reach Mr Baker by October 31.

The recommendations could have far-reaching effects on the higher education system, and on the way it is perceived by potential students and academic staff.

The plans would, in effect, redraw the divisions in the existing "three-tier" system (universities, polytechnics and colleges of higher education), with some universities set to lose substantial research grants by being relegated to Type X institutions.

The ABRC has not named the 15 top-tier universities it has in mind, but more than 50 per cent of the money allocated last year to university science

data by the Science and Engineering Research Council went to 12 universities. Of these, the top five were Imperial College, London, Oxford, Cambridge, Edinburgh and Manchester.

Other leading research universities include Nottingham, Leeds, Southampton, UMIST and Bristol.

Any major shake-up along the lines suggested by ABRC will have potential implications for the Government, which has been keen to resist attempts to downgrade their local universities. Any list of research is likely to exclude Wales, the north-east and Glasgow.

The ABRC is also recommending that the £50 million paid out in research grants by the University Grants Committee should be removed and redistributed to the research councils.

A Strategy for the Science Base, a discussion document prepared for the Secretary of State for Science and Technology, HMSO, 23.01.

Only 1 in 12 parents attend annual meetings

More evidence that parents are shunning annual school meetings demanded by the 1986 Education Act is provided by an Oxford Polytechnic survey.

Of 25 school meetings in five authorities in the South Midlands and outer London, only one – at a primary school of fewer than 100 pupils – attracted 20 per cent of parents, the amount needed for formal resolutions to be passed.

Average attendance was 8 per cent and questions revealed more concern with the level of spending, car parking, road safety and other local authority matters than educational issues.

A team from the polytechnic's school of education says most meetings are being inadequately attended and, despite the fact that many local authority men of governors, who are also re-

quired to present annual reports, are defensive, seeing the obligation as a chore, the researchers note in their preliminary findings.

"Despite the sustained anti-teacher propaganda from the political Right, parents rarely do have specific causes for complaint and most are happy with the schools attended by their children."

Other anecdotal evidence in recent weeks indicates that the picture is the same countrywide. Annual meetings at two schools in Preston, Lancashire, failed to attract even one parent.

Local authorities are already complaining about the cost in time and assistance to governors. The Government is likely to argue that attendance will improve as parents get used to having open days and annual reports.



Hard-pressed outer Manchester heads who believe they are facing inner-city problems have sent up a distress flare. Report by Sarah Bayliss

Crisis in the suburbs

An urgent request for extra teachers and improved support services has been made by primary heads on the outskirts of Manchester who are struggling to cope with levels of deprivation more usually associated with the inner city.

The heads of 11 infant and junior schools say the severity of social problems, family break-up and crime, means that without effective help, they are spending too much time carrying out social work functions at the expense of the children's education.

Their report highlights the poverty of children's lives in parts of Wythenshawe – where 98 per cent of families live in council property – and has been sent by local MP Alf Morris to Mr Kenneth Baker, Secretary of State for Education.

Mr Morris describes the area as an "inner city with trees" and says the findings in the report warrants an urgent review by the new Cabinet committee on inner cities chaired by the Prime Minister.

"Areas like this must be included in any extra provision that the Government makes," said Mr Morris. "By all the indices, these families are badly hit by deprivation."

The headteachers highlight Manchester's own policy on equal opportunities and say it is not being fulfilled. The report states: "The deprived, social class children of poor families in Benchill Woodhouse Park are not being offered the same educational opportunities as similar children in the inner city areas."

The incidence of social and educational deprivation in the two districts is "equal to and in most cases far worse than any area in the city". More than 70 per cent of children in the schools are entitled to free school meals – one of the highest rates in the city. Other findings taken from the national census and local statistics show:

- 41 per cent of junior age children are behind their chronological age in one or more parts of the curriculum. This compares with a figure of 35 per cent identified by heads in 1984 for a similar report.
- 36 per cent of children are from broken homes or single-parent families.
- 17 per cent are disruptive and an increasing number have emotional and social difficulties.
- Growing numbers of children have hearing or speech defects.
- Between 10 and 25 per cent have moved around and attended more than two schools.
- 5 per cent of junior age pupils have been referred to the school psychological and child guidance service but another 10 per cent identified by schools have not been referred.

In south Manchester there are five educational psychologists compared with six in the north and central areas – in spite of higher referral rates in the south.

All 11 heads report that they are spending more and more time away from normal work. The report states: "Instances of petty theft – such as 'sneak thieves' taking coats from the cloakrooms – vandalism, alcohol, drug and solvent abuse are increasing alarmingly. More and more children are suffering because of the increasing

ly irrational behaviour of their parents."

In many cases they believe it would help if there were "home-school" liaison teachers appointed to their staffs who could alleviate problems at an earlier stage.

The heads point out that in the inner

More children are suffering because of the increasingly irrational behaviour of their parents

cities extra help is available through Section 11 funds and home-school liaison posts. But these are not available to help the Wythenshawe schools.

They make a clear demand for a basic minimum pupil-teacher ratio of 1:25, coupled with more help for working with parents.

This week Mr Brian Tetlow, a co-author of the report and head of Benchill junior school, said he had two first-year classes with 36 and 35 children respectively. The numbers coming up from the infants were growing.

In an appendix to the report, Benchill junior and infant schools are listed as having suffered numerous break-ins and attacks from vandals. In the seven



Downtown Wythenshawe: local MP Alf Morris calls it "inner city with trees"

months up to March 1987, the police were called out on 35 separate occasions to the shared site.

Mr Tetlow said: "If a member of staff comes into work to find human excrement has come through the skylight of her classroom and covered the floor it doesn't do a lot for her morale. Nor does it help when 13 cars in the car park are all badly scratched."

He added that in the past week there had been a fight between two mothers in the playground and a child, was almost run over as he fled hysterically from the scene. In another incident a man had attacked and beaten up a woman in the playground, chased her into the nursery department, and struck two members of staff in front of children.

"Having said that we've got some good kids and some good families. The staff are an experienced team and they create a good atmosphere in school."

A Manchester city council spokesman said members continued to put pressure on the Government to put in the resources needed for areas like Wythenshawe. He said £400 million had been lost to the city in rate support grant since 1979.

He quoted Mr Richard Leese, chair of the city's education committee, as saying that £2 million was needed to deal with primary staffing adequately.

He pointed out that capitulation had been increased according to the take-up rate of free school meals in the current year but that it was beyond the powers of the education committee to tackle problems of deprivation that were "mainly economic".

A spokesman for the DES said that the staffing levels were "entirely a matter for the Manchester authority". A letter had, however, been written to the council asking for its comments on the report.

TUC triumph for account that is 'long overdue'

Last week the Chancellor of the Exchequer added his contribution to the flood of ministerial exhortation to employers to spend some of their booming profits on training. But are the employers taking any notice?

The study, which will provide the vital information on the state of Britain's training, was grudgingly authorized by the Government last year after trade unions had campaigned for years.

Ministers were against it for the same reason that the unions wanted it – both as a way of exercising "which was to be a recommendation of some kind of levy on employers."

It appeared to realize that the only way to produce the comprehensive study of existing training which is now being urgently relevant that any recommendation.

The unions thought they had got the point years ago as part of a deal with the Manpower Services Commission, which they agreed to a "long-term" scheme. But in the following year the Government announced the long-term scheme and the unions' own decisions to have their own study superseded.



Ken Grahain: led union campaign

His hand was forced last year, however, when, with the Confederation of British Industry (also convinced that training funding had to be looked at), the National Economic Development Council threatened to carry out its own study if the MSC was not allowed to do so.

Field research started in the spring, and a consultative paper setting out the plans to survey training activities will be issued this autumn.

The study, and the Public Accounts Committee report which calls it "long overdue", are a triumph for Mr Ken Grahain, who led the TUC campaign on the Manpower Services Commission, and who retired as deputy general secretary of the TUC in 1984.

MSC promises 'complete' adult training study

The Manpower Services Commission is set to assemble the first complete picture of training in Britain. This will show how much training is done by employers, the Government and the education service, who is trained, and who is paying for it.

The Commission has completed the first stage of its research as MPs and others complain forcefully that training policy decisions are being taken on the basis of guesswork and expediency instead of facts.

Sir Bryan Nicholson, the Commission's chairman, has told the Commons' Public Accounts Committee that the information collected as part of a study into how training should be funded in future, will be "available for use in the next year. His announcement delighted some of the Commission's critics, who have long complained about its inactivity.

Members had accused Sir Bryan of being "too slow" in his response to the TUC's long-running campaign for a study of training.

handling of adult training after a report from the National Audit Office suggested the Commission might be wasting money as it did not know enough about the nation's training needs.

Despite Sir Bryan's assurance, the Commission's own report, published this week, expresses its concern at the lack of information the MSC has on training by employers. It says it cannot see how the Commission can measure the effectiveness of its adult training strategy without that information, noting the MSC's "confident production" of the long-overdue study will allow that strategy to be evaluated.

It says that even without this information, there seems little doubt employers are still not facing up to their training responsibilities and that any deterioration in the economic climate will make matters worse. It calls on the Commission to examine the option of "a more formalized structure aimed at ensuring that employers carry out the training responsibilities."


The report also says the Commission should establish other criteria, such as levels of achievement, to assess quality.

The committee's report urges that the new Job Training Scheme for the long-term, mainly under-25, unemployed should not be turned into a full-scale programme until any problems thrown up by the present extended pilot arrangements have been sorted out.

The PAC is particularly worried because Sir Bryan confirmed the Audit Office's report that adult schemes like the JTS are not monitored as closely as the Youth Training Scheme. Its report notes with reservation the MSC's view that the quality of the training can effectively be judged by its success in getting trainees into jobs and, says the Commission, should establish other criteria, such as levels of achievement, to assess quality.

Edited by Mark Jackson

NEWS FOCUS



The rise of PAT

Formed	1970
10,000 members	1977
20,000 members	1986
30,000 members	1988
41,000-plus members	June 1987
England	31,500 (648)
Wales	1,170 (16)
Scotland	5,330 (139)
Northern Ireland	250

Figures include total further education membership of 1,840 but not 2,730 student members of 60 member universities and high schools

Peter Dawson, general secretary

OVERSEAS

Mary Follain reports on how French teachers are trying to cope with city blight and rural flight

Keeping a caring eye on the sheep-fold

Twenty years ago Bergerie Frances Moles, a quality named housing estate in the northern suburbs of Paris, was the capital's biggest slum and its ugly, dilapidated block of flats is still an eyesore. Bergerie means "sheep-fold" but the only sheep that children get to chase these nowadays is the occasional one which escapes from a North African family's flat during the Muslim fast of Ramadan.

It was heartening in such grim surroundings to find two headmistresses striving to compensate in school for some of the things lacking in their pupils' homes. Genevieve Bellanger, a nursery school head whose own parents are Spanish immigrants, has lived there all her life and always wanted to help children in difficulty. Jeanette Claireau, a primary school head, is the granddaughter of a Spanish shepherd who settled in France in 1923.

A third of Mme Bellanger's 240 pre-school children are of foreign descent although most were born in France of immigrants from North Africa or former French colonies.

"We have no integration or language problems as such," she says, "but they need to be taught to express themselves more fluently - just like the rest."

Apart from the normal nursery school teaching, Mme Bellanger acts as agony aunt to the children's parents who often come to her for help and



Agony aunt's children: many of Mme Bellanger's pupils come from broken homes

advice on all the usual problems connected with high unemployment, broken homes, one-parent families and poor health care.

She puts them in touch with social workers, doctors or other professionals who regularly come to give talks at the school to parents on health, hygiene and dental care. Attendance varies from 30 to 200.

She and her team of teachers often take children out of the housing estate to museums, puppet shows and other entertainment, organizing cake sales to pay for some activities.

It's a long day for two to six-year-olds starting at 8.20am and ending at 4.00pm. Some stay on until their

parents come home from work. They have half-an-hour play outside in the morning and afternoon, another 30 minutes after lunch, and a siesta.

Mme Bellanger has accepted a new status of "headteacher" which has been conferred this year on a selected few primary school teachers who were until now heads in all but name. The move has been contested as divisive by the teaching unions.

At six, children leave her to go to Mme Claireau's primary school round the corner. Both schools look dingy and depressing from the outside but teachers have brightened classrooms with colourful teaching aids and other decorations.

Both became part of a priority education zone six years ago, and this has enabled Mme Claireau to improve reading results spectacularly so that they now compare very favourably with the national average.

But the programme of special aid for deprived areas has been losing momentum over the past four years and next year's cutbacks in primary school teachers will mean the loss of a teacher for Mme Claireau. The ministry is allocating 800 fewer primary teaching posts next September due to a falling primary intake.

Mme Claireau says the extra help was indispensable and the cut comes just as they are seeing the results of three years' work coaching weak readers and assessing progress.

"It takes time to convince French teachers to work in teams and to accept such close assessment of their pupils' progress. We have just spent two weeks teaching the children."

Teachers in the lower secondary schools which takes her pupils have stopped complaining that they cannot read and one even said he could tell her old pupils by their reading ability.

Sad songs of a depopulated Auvergne

When locals in the green mountains and valleys of the Cantal in south-western Auvergne complain about an influx of foreigners, they usually mean black and white cows which are ousting the familiar sandy-coloured "Salers" from the pastures.

One of the most rural regions in France, Cantal has little employment and many of its young people join the numerous Auvergnats already working in Paris more than 500 kilometres away, often as waiters. As classes shrink migrants fight to save their tiny village schools from closure. Some have a single mixed-aged class taking children from 4 to 11 years while many have only two classes.

Here, too, the local education authority is having to accept cuts in the number of teachers allocated to them by the ministry.

Lucien Calmette is a primary inspector who drives 15 to 20,000 kilometres a year on the winding mountain roads, and sadly points out picturesque little schools threatened with closure or already in use as village halls or summer gîtes.

He is proud of their achievement in saving Le Falgoux with its 19 pupils and maintaining two separate classes - one pre-school for three-year-olds and up and the other for 6 to 11-year-olds. He said: "Normally for that number of pupils we should only have one class but we wanted to take in three-year-olds as well. Le Falgoux is the only school left in the whole valley and the nearest one is now 30 kilometres away."

Also fast disappearing from the magnificent Cantal landscape with its green, wooded valleys and volcanic mountains is the traditional primary school teacher, entrenched in the locality and respected by the villagers.

M. Calmette took me to meet Jean Lhern who used to act as the mayor's secretary in his spare time and who will continue to play an active part in local affairs when he retires next year. He has built a house 200 metres from the tiny village school in Siran which 30 years ago had 50 pupils but which now has only 19. His school has retained teaching posts by opening up a nursery section for two to six-year-olds across the road which bumps the intake up to a more acceptable level.

A canteen and a crèche encourage couples to leave their children at Siran rather than drop them off at another

nursery school nearer their work.

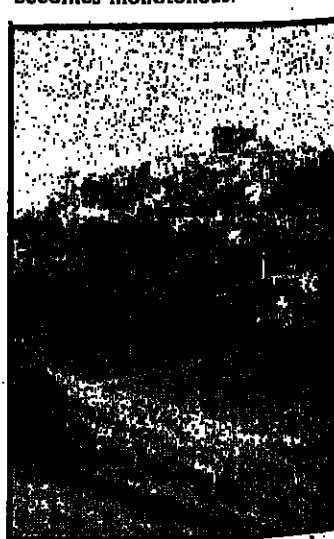
Most of Jean Lhern's eight well-behaved 10 and 11-year-olds come from farming families and some bus in from seven kilometres away. A village league takes the other 11 primary children. Neatly lined up by the four door are 19 pairs of slippers (an unusual sight for a Parisian visitor) but in the classroom two brand new Thomson computers are evidence of a former Socialist drive to equip schools everywhere.

As we drove through a winding lane with glorious views of rolling hills and valleys and without a bus in sight to the even tinier village of Tournemire, M. Calmette explained, in obvious disapproval, that I was about to see an example of the new type of primary teacher, usually a woman, who drives in for the school day and teaches a couple of years before moving on.

Claudine Boual is a 33-year-old mother who lives 100 kilometres away in the town of Aurillac. She and a female colleague job-share with a class of nine, 4 to 11-year-olds.

Cowbells tinkle in the surrounding fields and the imposing school building still has its acre or so of fruit trees and two flats for teachers above its two classrooms, although neither Mme Boual nor her colleague live in it.

She says one or two years of such isolation are enough for any teacher. "After that you get into a rut and it becomes monotonous."



Auvergne pastures... not people

Service braced for budget onslaught

Education is likely to be a target for cuts in the second budget of Mr Charles Haughey's minority administration.

The education services were not as badly hit as health or the environment in the first Finance Bill Budget of March 31. But since then details of further planned education cuts have leaked out.

A 6 per cent jobs cut in higher education by the end of next year has already been decided. University administrators say they will try to achieve this through natural wastage, early retirement and by not renewing contracts. But they fear that if there are similar cuts for 1989 then compulsory redundancies are inevitable.

The Government is now engaged in lengthy discussions on further across the board cuts to bring public spending back under control and reduce the level of borrowing.

The indications are that it will almost certainly postpone the building of new universities and technical colleges in the greater Dublin area and

IRISH REPUBLIC
A new round of cuts is expected to hit jobs, building and transport.
John Walsh reports

the others in the midlands and west of the country.

The second building phase of the Dublin National Institute for Higher Education has already been shelved at a time when demand for tertiary education in the Republic is steadily rising.

At secondary school level the Education Minister, Mrs Mary O'Rourke, hopes to save money by closing some small schools. In many small towns there are three or four secondary schools - where they are in poor repair or in need of replacement. The hope is that this will be achieved by providing one large secondary school in each area instead of several small ones.

deployment scheme next year for secondary school teachers.

Many schools are officially overstaffed because of a change in the staffing quota a few years ago and because the recent budget decision to limit the Government's wage bill. The Government wanted to redeploy teachers in the most overstaffed schools. This was a move which was impossible and it was postponed for one year. In the meantime only one-year temporary contracts are allowed for new staff.

Mrs O'Rourke has also indicated that she wants to make savings in the school transport system. It is expected that, initially, pilot projects will be undertaken with local public service providers.

Unlike most of the EEC the Irish school-age population is still increasing though the pace of increase is slowing down. It is partly because of a slow-down in the rate of emigration of young people to other parts of the world and partly because of a rise in the birth rate.

OVERSEAS

Transfers that are very hard to stick

WEST GERMANY

Hundreds of teachers are being forced to fill unpopular vacancies in the industrial towns of the Ruhr. Paul Bendelow reports

The compulsory relocation of 690 teachers from North Rhine-Westphalia to schools within the state has led to a wave of demonstrations.

The transfers from the beginning of the new academic year have been ordered by Herr Hans Schwier, the regional education minister, in an attempt to make up staff shortfalls in largely industrial areas like the Ruhr and reduplication of teachers in Cologne, Bonn and Münster. But critics claim the statistical balancing act pays scant regard to its repercussions within the schools or to the personal consequences for the uprooted teachers.

Responding to the protests, Herr Schwier pointed out last month that West German teachers, as civil servants, enjoy considerable privileges, such as guaranteed employment, comfortable incomes and broad social insurance benefits. In return, he said, they must accept that they are subject to public sector regulations which can require their redeployment to areas where they are needed.

There is the right to appeal on personal grounds, but recent court rulings have shown that even responsibility for elderly or ailing parents may not necessarily be accepted as sufficient reason.



The right answer? Herr Hans Schwier (above), regional education minister, says teachers must accept redeployment in return for "considerable privileges"

Compulsory transfers have always undermined relations between teachers and education authorities. The unprecedented scale of the North Rhine-Westphalia plans, however, has highlighted the shortcomings of a mechanism intended as exceptional, when used to alleviate the symptoms of underlying structural problems.

All the federal states face a drastic, though unevenly distributed, decline in pupil numbers coupled with budget strictures. Of the 150,000 teachers in



Erziehung und Wissenschaft (GEW), as "a disaster of growing proportions". The GEW fears that an increasing number of comprehensive school-teachers will be transferred to intermediate and grammar schools, leaving less qualified secondary modern teachers to replace them. Furthermore, since teachers have no say in the schools to which they are re-located, those not in sympathy with the comprehensive system may prove less dedicated than the teachers they replace.

The union is also highly critical of the procedure for selecting teachers for transfer. Since subject shortages are largely the same in over and under-staffed regions, the criteria for transfer tend to be non-educational. Civil service regulations stipulate that family circumstances be taken into account when deciding who should be re-deployed, so single teachers or childless couples are first in line.

School inspectors are required to draw up lists of candidates for transfer, which may be done in consultation with headteachers or simply from information on file - a process based on "incredible ignorance and carelessness", according to the GEW.

Last month, the conservative Christian Democrat opposition in North Rhine-Westphalia's parliament accused Herr Schwier's ministry of arbitrary transfer decisions. Herr Herbert Reul, the education spokesman, demanded that "objective and verifiable criteria" be introduced and called for a detailed estimate of future teacher shortages to prevent shortfalls in specific subjects.

Whether transfers offered any solution to staff shortages was questioned in June by the Association of Grammar School Teachers. Herr Peter Heesen, the regional president, said transfers simply shifted the problem from one school to another.

The GEW also charges the regional government with administrative incompetence in implementing compulsory transfers. It cites cases of teachers being moved to another district and then themselves having to be replaced by transfers, and cases where relocation destinations are changed at short notice.

Of the 690 teachers now facing compulsory transfer in North Rhine-Westphalia, the GEW claims that only about 100 are willing to submit to the major upheaval in their professional and personal lives. The recent demonstrations suggest that the rest will have considerable public backing, should they take their case through the drawn-out process of court proceedings.

The danger of a society riddled with failure

UNITED STATES

Bill Norris reports on research into the links between poverty and school performance

In a direct riposte to Mr William Bennett, the US Education Secretary who recently denied there was a correlation between poverty and bad schools, a University of Chicago researcher has produced evidence to show that there is.

A study of 193 high schools in metropolitan Chicago, by Mr Gary Orfield, a political scientist, reveals that poor and minority children receive an education vastly inferior to that of their white suburban counterparts, perpetuating discrimination and hampering low-income students' attempts to attend college or find employment.

There is an extremely powerful and stunningly consistent relationship between race, poverty, and school performance, says Mr Orfield, who analysed test, attendance, graduation rates, income and standardized test scores for each school. He found that the average American college testing score for public high schools within the city was 11.9 (out of a possible 36). In suburban schools, the average was 19.2.

Mr Orfield's suggested remedies include more money to upgrade curriculum and staff, more inner-city magnet schools, and arrangements for poor students to transfer to the suburbs. But he warns that improving educational opportunities without dealing with the underlying scourge of poverty will place schools in the impossible position of trying to surmount social problems over which they have no control.

When policies are adopted that increase unemployment, cut jobs and job training, reduce income transfers and take families out of poverty, or subsidize the movement of jobs from the inner city to the outer suburbs, the schools will be left in the lurch and the schools may not be able to do much to overcome them," according to the report.

Mr Orfield's investigation is the first of its kind, undertaken by the University of Chicago to examine the

education of low-income students in major US cities.

The second report, on schools in Los Angeles, will be released next month, with Philadelphia, Houston and Atlanta to follow.

The Chicago study closely follows a statement from a forum of educational leaders, representing 11 national organizations, which expressed alarm at the numbers of students at risk in American schools.

Their statement points out that 24 per cent of all US children live below the poverty line; that nearly 60 per cent



Poorest quarters: 24 per cent of children live below the poverty line

of those born in 1983 will live with only one parent before the age of 18, 90 per cent of them in female-headed families; that the teenage birth rate in the US is twice that of any western nation; that 61 per cent of high-school students have used drugs; that nearly 40 per cent of public school students come from minority races; and that the delinquency rate of 10 to 17-year-olds

has increased by 130 per cent since 1960.

Under these conditions, says the forum, the setting of higher academic standards in schools is equivalent to putting a high jump bar at 6ft for an athlete who has already failed at the 5ft mark.

"High standards, without necessary help for children at risk or school

failure, will result in the nation's social fabric being so riddled with threads of failure that our incredible experiment with democracy will begin to unravel. "We wish that human decency was sufficient motivation to mobilize the imagination, the will and the resources necessary to do the job. But wherever those qualities are absent, there is an economic imperative to act."

When the verdict goes against the judge . . .

for the state constitution, state law and the courts. The 50 or so ancillary school workers who joined the strike were sentenced to two days' imprisonment.

"If we do not voluntarily obey the laws, we cannot long sustain the type of government we have," said the judge. "I am satisfied that what I am doing is for the benefit of the entire society."

Fortunately, for the potential jailbirds, however, the town's residents did not share his view. Lyndhurst is a small, closely-knit town, where most of the teachers and their families have lived for generations.

The sentenced band included a former mayor and the wife of a local policeman.

Judge Huot was bombarded with criticism from the townspeople, including Mayor John Gagliardi, who told

him that 99.9 per cent of the population was opposed to the jail sentences. "Teachers are role models," said the mayor. "Kids could wind up calling them crooks and jailbirds in class. It's horrendous."

Even the school board, which sought the back-to-work order, decided that the judge had gone too far. Worried by the mounting ill-will, they appealed to him to relent. Judge Huot refused. "I guess I'm old fashioned," he said. "A rule is a rule, and the law is the law. Period." The board went to New Jersey's governor who declined to intervene.

Finally, on the day before 55 women teachers were due to report to Bergen County jail to begin their sentences, the state appeals court stepped in. The jail sentences were overturned.

and they were ordered to do community service instead.

Judge Huot is not giving up: he has ordered a new trial for August. But by that time, to the relief of the teachers, he will have retired from the bench.

This may be just as well. Feeling against the school board is still running high, and when the schools return in the autumn there is the possibility of a strike by secretaries and charettes who are working without contracts. The leader of the local teachers' union, Kathy Stupher, is forecasting that his members may support the stoppage. "I would honour their picket lines, and I know many other teachers who will too," she said.

If that happens, it will be interesting to see whether Judge Huot's successor, Judge Arthur Lessmann, will follow his example.

THE TIMES



A hard school

Every day the pupils at a New York school walk in through reinforced steel doors, past the armed guards in the corridors, and into their classrooms. Next week *The Times* takes a look at secondary education, Manhattan-style



and regularly in *The Times*, Philip Howard (left) on words, Bernard Levin on the way we live now, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, Clifford Longley on the Church, the humour of Barry Fantoni, John Higgins at the opera, Rex Bellamy on tennis, the unique *Times* crossword . . . and much more

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LETTERS

GCSE consensus

Sir—I read Tim Cain's article "Process and product" on the assessment of GCSE music (TES, July 3) with interest. It is, however, unfortunate that he repeats what is already threatening to become a popular fallacy, much asserted in the press, regarding the origins of the GCSE national criteria. It cannot be over-emphasized that the national criteria for GCSE were produced by the GCE and CSE Boards' Joint Council for 16-plus national criteria and involved a massive round of consultations with all schools and colleges in the country. Only in the later stages were they discussed with representatives of the Secondary Examinations Council and the Department of Education and Science and the final versions approved by the Secretary of State. It

is therefore very misleading to describe them as the property of the SEC or the DES.

They represented a high level of consensus among teachers and none more so than the national criteria for music, which promise to have the remarkable levelling effect on the teaching of the subject which Tim Cain's article indicated.

COLIN VICKERMAN
Secretary to the Joint Matriculation Board
Manchester

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

No option

Sir—The proposal for schools to be able to opt out of local authority control contains a major weakness which belies the claim to give parents more choice. It treats as parents only those who have children at the school at the time of choice. Some of these will be parents for only a year to come, even less. Others in the locality who are—or were—about to send their children to the school will have no vote.

Sir Rhodes Boyson's plea (rejected by Mr Baker) for the franchise in secondary schools to be extended to parents of pupils in the top few years of feeder primary schools merely highlights the arbitrariness of the proposal. The schools are being regarded as if they were the property of their current batch of parents, not of local people as

a whole. This must surely be of very dubious legality, as well as outrageous morality. Are all the other parents and potential parents going to stand by while a minority dispose of the local school?

Much of the confusion of the intended reforms springs from the way they were cobbled together from right-wing sources in the weeks before the election. Their underlying principles, and where they are leading, can be seen more clearly in the Hillgate Group pamphlet published last December, which I have analysed in a booklet called *Everyone's Schools* just published by the Centre for the Study of Comprehensive Schools.

GABRIEL CHANAN
40 Grove Road
Windsor
Berk

Electronic music

Sir—In the opening paragraph of the article "Microworlds of music" (TES, July 3), Chris Jordan implied that the Government, through its Microelectronics Education Support Unit (MESU), was only just beginning to support microtechnology in music education. This is certainly not the case, as they have been funding the Music Education Centre microtechnology unit at Reading University for three years, initially through its Microelectronics Education Programme, and continuing with MESU. This unit has been very active nationally, and has completed to date nearly 3,000 teacher-days of practical teacher training at places as widespread as Glasgow and Guernsey, including a four-week intensive course for local authority specialists.

In contrast to the particular focus of the new Warwick University project on work with primary schools and those with special education needs, the Reading unit has been covering the whole age range from infant to sixth form, and all abilities (for example, several courses done for the Spastics Society).

Rather than simply considering applications of existing school computer systems to music education, the Reading unit has available for demonstration and evaluation a whole range of relevant technology and microtechnology devices including multi-track tape-recorders, electronic keyboards, synthesizers, sound samplers, signal processing units and sequencers, as well as music systems based on eight different microcomputers with associated software libraries.

This range enables the staff of the unit to provide balanced, comprehensive information about possible systems for schools, which is difficult to obtain from particular manufacturers' representatives. The unit disseminates such information to its large number of visitors; through answers to the many letters and telephone calls received, and through its *Update* newsletter sent to all local education authorities.

More detailed information is being provided in a series of six major training packs being developed over the next three years with MESU support. These packs are currently under development and will cover: support for creative composition; 5 to 16; 16 to 18; using uses of music; computer systems in secondary schools; support for multicultural music education; electronic keyboards in primary schools; microphones as an input to computers, and support for physically handicapped pupils.

COLIN WELLS
Manager
Microtechnology Unit
School of Education
University of Reading

Why schools may hold the antidote to child abuse

Sir—Your commendable coverage of the child abuse issue (TES, July 10) raised four important points.

First, the extent to which some L.E.A.s are abrogating responsibility for this area and leaving teachers and children at risk. The Cleveland head said: "There are no strict rules which I have to follow. It's up to the individual school as to how to deal with it..." and the Hillingdon: "We've all been given the Kidscape pack, but it's up to us to decide how to use it."

As a minimum, we need each local authority to have a defined policy with guidelines for teachers on how to deal with suspected cases of abuse.

Second, L.E.A. guidelines for teachers which do operate, give clear information about who should be informed. Some specifically say, "do not alert parents to your suspicions". This creates the same professional dilemma for teachers as was experienced by other professional groups in Cleveland.

We congratulate ourselves as professionals on our close links with parents in this issue alone when we are told to ignore established professional practice and to consider parents guilty until proven innocent. Such an

assumption has been partially tested in Cleveland but, given its controversial nature, needs wider professional consideration.

Third, the TES has fallen into the popular trap of concentrating on sexual abuse to the exclusion of physical and emotional abuse and neglect, which form the majority of reported cases.

Finally, the focus of your coverage—reporting and detecting child safety—while important, are probably the least effective roles that teachers have. In, say, 10 years' time, another generation of adults will be abusing young children. Yet those very adults are now students sitting in our classrooms. Our ability to influence those potential abusers, through the curriculum could be the key to turning the tide of abuse. Yet this complex but vital element in child abuse prevention remains swamped by our worrying obsession with other issues.

PETER MAHER
National Secretary
National Association for Pastoral Care in Education
Harold Hill community school
Appleby Drive
Romford
Essex

The cost of charges

Sir—All concerned with music education welcome the DES National Open Competition and the confirmation of the Secretary of State's "belief in the importance of music in schools" (TES, July 10). It was particularly significant that this competition was the first day of the National Festival of Music for Youth—an event which, culminating in the Schools' Ross, now constitutes our prime showcase for excellence and endeavour in instrumental music in schools.

On behalf of those tens of thousands of children throughout the country who first experienced the delights of instrumental playing as an integral part of day-to-day education in school, I would therefore like to ask Mr Baker for a further assurance that no future government measure permitting charging for certain curricular elements will be allowed to have the effect of curtailing access to this highly regarded and uniquely British activity.

For while most would agree that the time was indeed "ripe" for this welcome new stimulus to school singing, we cannot afford to be complacent about the future of our great instrumental tradition (as manifested in last week's festival)—dependent as it ultimately is upon the maintenance of a sound foundation of basic teaching in schools.

PATRICK SALISBURY
President
The Incorporated Society of Musicians
10 Stratford Place
London, W1



GRIST mill

Sir—I cannot allow to go uncorrected the statement that the Open College "could become the first institution to offer nationally recognized and accredited in-service teacher training courses" (TES, June 26).

For more than a decade the Open University has been offering distance learning courses of this kind, and during 1987 has available either courses or packs in practically all the priority areas listed in the Grant Related In-Service Training scheme. Currently some 4,500 education students are registered on education courses on a "one-off" basis (as distinct from the undergraduate programme) and more than half the local education authorities in England and Wales run schemes of collaborative INSET provision with us.

OU study centres throughout the country, and frequently teachers' centres, are venues for groups that are using our materials for staff training and curriculum development.

Grammar drama

Sir—The news that the Equal Opportunities Commission is to challenge Birmingham City Council in the High Court because the city provides an unequal number of grammar school places for boys and girls at 11 plus, is an interesting twist in a long-running saga.

The difference is small, involving 210 places for girls and 390 for boys in a year group of about 10,000. Your June 26 article did not make it clear which sex might be considered disadvantaged by the provision, but, since the access is different, the opportunities cannot be equal.

This is a case the controlling political group in the city might not wish to win. Faced with a clear directive to maintain equal numbers of grammar school places for boys and girls, the council would naturally place "case to maintain" notices both on the two three-form entry for boys and on the grammar schools in Sutton Coldfield, where there is an unequal intake at 12 plus. The Minister could be expected to delay his decision until a change in the law enabled the grammar schools to become independent without the current financial penalties. Thus the council might achieve the objective, first set in 1975, of a fully comprehensive education system, albeit alongside an independent selective system.

ADAM WOOD
10 Mackenzie Road
Birmingham

LETTERS



Teachers' vital role

Sir—"Have we gone overboard on child sexual abuse?" "Are we encouraging or even inventing a newly fashionable problem?"

I read these statements in the national press recently but many teachers also seem unable to realize that it is a problem that we can help prevent.

A teacher is one of the most important person in a child's life. An abused child needs someone to trust and because of the very nature of the teacher/pupil relationship it is the teacher to whom the child turns when the abuser is from within the family unit. Yet how many teachers feel inadequate because they do not know how to cope with this problem and so do nothing in case they make the situation worse?

I wholeheartedly agree with Bob Webster (TES, May 15), who wrote: "It is about time that the Government, local education authorities and

teachers themselves realized the part that can be played by the properly trained teacher and it is most certainly time that such training be given."

It would appear that the DES, in a draft circular on child sexual abuse, is at last recognizing the need for in-service training for all teachers; but how typical that no funds are to be made available for that training to be given.

Most L.E.A.s are already "stretched to the limit". From where are they supposed to find the funds to provide the training for their teachers? The Government, which is so obviously capable of imposing legislation on teachers, should now make it mandatory on all L.E.A.s to make a commitment similar to that of East Sussex. They should also provide the funding to make this possible. We need proper training and we need it now.

JOAN MOON
Bede community primary school
Gateshead
Tyne and Wear

We have recently received additional funding of £1.5 million from the Department of Education and Science to produce INSET material in the shortage areas of secondary maths and physics, and to offer a distance learning component in Postgraduate Certificate in Education courses run by initial training institutions, which can then accept students on a part-time basis.

We also, thanks to a grant from the Manpower Services Commission, currently offer an Advanced Diploma in the Teaching of Technology. This is one of five such diplomas currently available, the one on educational management having been particularly popular over a number of years.

Our modular, distance-taught MA now about to enter its second year, will again recruit several hundred students, and, benefiting from our internal credit transfer arrangements, represents the apex of a pyramid of accredited INSET study.

However, INSET is not just about

accreditation, and the OU also makes available a large number of packs and other forms of distance teaching material that can be used by other providers, or by individual students, in a multiplicity of ways.

It should be stressed, too, that our interpretation of professional development in education extends beyond the years of compulsory schooling, as our diplomas and courses aimed at further education lecturers and other education professionals make clear.

Our current brochure provides details of all these distance learning opportunities, and I should be happy to send a copy to anyone who wishes to know more about this vital and, as you report, expanding area.

PETER GRIFFITH
Director
Professional Development in Education
Centre for Continuing Education
The Open University
Milton Keynes
Bucks

Science fiction?
Sir—Your front page article suggests that Mr Baker's proposed Education Bill will determine a national curriculum for between 80 and 90 per cent of the teaching time for pupils in the state sector (July 10).

An article in another newspaper reported a suggestion made by industrialists, "enthusiastically backed by the Secretary of State", that all pupils up to the age of 16 should spend at least 20 per cent of their time studying science with the aim of taking at least the equivalent of two GCSE subjects in science.

Leaving aside what might constitute science in curriculum terms, may I ask the Secretary of State, through your columns, to state quite clearly how he intends to direct this new found enthusiasm for science to ensure an adequate supply of science teachers in primary and secondary schools; laboratory technicians and support staff; technical finance; and specialist laboratory rooms that will be needed.

Can Mr Baker produce in reality the "appliances needed for science?"

J. M. INMAN
Past President
National Association of Schoolmasters' Union of Women Teachers
Grove Farm
Waterhouse
Skegby
Suffolk

Sniffing out bias

Sir—Would A. L. McCann or one of his colleagues (TES, July 10) please explain how they teach their pupils to "detect bias"? I assume they mean unconscious bias, not overt propaganda.

Was Tom Paine "biased"? I would clearly like to be instructed. Was Gladstone "biased" when he preached Home Rule for Ireland? Was Florence Nightingale "biased"? Was Gibbon "biased against the church"? It would need a special kind of small-mindedness to say that he was. Gibbon told the truth as he saw it.

The concept of "bias" is itself unacademic and lacking in rigour. It implies that there is always some virtuous midway position from which any variation is "bias".

This is rubbish. Life is just not like that. Encouraging children to go round accusing the giants of the past of being "biased" seems an extremely dubious exercise, though no doubt it chimes in well with the prevalent egalitarian philosophy.

McCann and his/her collaborators are very free with words like "discipline", "rigour", and "methodology" but, apart from suggesting that pupils are more likely to talk meaningfully about Roosevelt's New Deal if they take the trouble to learn something about it beforehand, they offer very little evidence of "rigour" in their "methodology".

On the contrary, it is clear that they prize "innovation", "imagination" and "empathy" above all else. Most of the sickening clichés of the new history are duly trotted out.

Of course teachers deserve some sympathy for having to operate within the anti-academic framework of the General Certificate of Secondary Education, but there is no need for them to be boastful about it. What is regrettable is that in this case their imaginations do not seem to encompass the possibility that being taught history in an honest, systematic and, yes, imaginative way can be far more rewarding for those who take it seriously than interminably messing about.

STEWART DEUCHAR
Vice-chairman
Campaign for Real Education
Dean Farm
Sibleborough
Milton Keynes

Doubly aware

Sir—Under the new national curriculum (the advantages of which are going to be denied the independent schools), evidently state schools are going to be directed to teach economic awareness.

Would we be accused of political bias if we used the privatization of British Telecom as a teaching aid? We could usefully study the subject and cause our students to become dangerously aware if we took as lesson headings:

- Privatization increases efficiency
- Privatization and people's control
- Wealth creation through profit taking in shares as related to inflation
- Monopoly situations and profits resulting to shareholders and to the public.

Already with such subjects for discussion students might become politically as well as economically aware—a bonus no doubt?

HARRY REE
Colt Park
Ribblehead
Crarnforth
Lancashire

Courses

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Test cases for objective and useful results

Sir—Fred Sedgwick is entitled to his views on testing, whether or not they are based on facts or apocryphal anecdotes (TES, June 26). Just for the record, the questions he alluded to are in a test that has been widely used, without any compulsion, by local education authorities and schools. As with all tests, teachers' comments would be sought and taken into account during its development stages.

Can I assure your readers that the staff of the National Foundation for Educational Research, who work on tests are aware of the educational issues related to "objectivity" and, more importantly, to the application of test results to provide useful information. In fact, a great deal of research has been invested in developing "tests" which take full account of each pupil's responses, as a glance at the Assessment of Performance Unit, and NFER reports will show.

It seems that Mr Sedgwick is at the same point in his thinking as were APU sceptics some years ago, when educational staff/journals were forecast in your columns by certain soothsayers.

Screening

Sir—With reference to the Government's new proposals to test children at 7, 11 and 14, perhaps the term "screening", as already used by some local education authorities, is less emotive than "testing".

When parents and teachers ask our advice about a child whose reading and spelling is poor, we suggest that they ask the school these questions.

- What should the child be able to achieve for his/her age and intelligence?
- What is the child actually achieving?
- If there is a significant discrepancy (20 quotient points, or two or more years) over the age of nine years, a smaller gap is significant in a younger child) what is the reason, in what skill areas does the child need tuition, what tuition will be given, and how soon can it start?

If the local education authority already does screening in intelligence,

Reporting back

Sir—I understand that, as part of his aim towards consistency in delivery of the proposed national curriculum, the Secretary of State is to appoint working groups to look at what is to be taught and tested in schools.

May I suggest that these groups also look at how the results of testing foundation targets for all 7, 11 and 14-year-olds are to be communicated to pupils and parents?

SHEILA SMEARS
Headteacher
Pensby Infant School
Wirral

Of course the situation anticipated is vastly different in that the test results will, presumably, be reported to parents and there might be school and class analysis reports as well.

However, where L.E.A.s currently test the majority of pupils at a given age, there is no evidence that schools are teaching to the test. But "minimal competency" testing in the United States is said to have inhibited imaginative teaching and "restricted pupils' curriculum to the content of tests. As with other major policy initiatives, such as records of achievement and the lower attainers programme, it seems essential that pilot trials and evaluation should form a prelude to national attainment testing.

But the first stage is to define the curriculum. If this were to deal with the problems of destabilized milk bottles, it might be helpful to have the infant referred to by Mr Sedgwick in the trial sample.

Dr RAY SUMNER
Head of external relations department
National Foundation for Educational Research
Slough, Berks

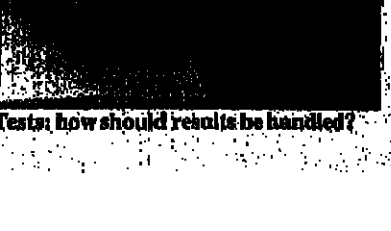
reading, maths and also ideally, in spelling as well, the information is available, though the parents may not have been told.

A child may not do himself justice in a group test, but if the school or parents feel the scores do not fit what they know of the child, they can ask for further testing. If teachers and parents know their children well, "screening" should reveal no surprises.

It is not a matter of passing or failing. Surely all parents want their children to achieve their individual potential? Responsible teachers will not coach children; they will not tell children their scores, nor praise or blame for their performance. Why should parents object to such screening?

If teachers are objecting, it may be that they think screening/testing will reveal their inefficiency!

JEAN HUTCHINGS
SE Surrey Dyslexia Association
13 Hursley Drive
Redhill, Surrey



Tests: how should results be handled?

Soccer tackle

Sir—It was both interesting and encouraging to note the statistics presented in the article by Bert Lodge on the state of schools' football in England (TES, June 26). However, I wish to take issue with Mr Tim Robinson, whose dismissal of the Football Association teaching certificate was inaccurate.

Does he really expect a significant number of primary school teachers (men and women) to attend an FA preliminary award course which involves practical coaching assessment, a two-hour theory paper and a one-hour laws of the game exam?

Incentive pay

Sir—I read with some interest part of a report from a Midlands university which referred to moves to retain managers from industry as teachers.

The professor responsible said: "To realistically attract these candidates they would probably need to be paid a salary while training. Supplemented with a pension, a teacher's salary would probably bring them up to their industry level of pay."

This quote says it all. When is Mr Baker going to realize that the salary increases wrung out of his department are still grossly inadequate to attract new graduates into teaching and to keep those who had hoped, for a worthwhile career with a proper salary, structure.

Baroness Warnock was, I believe, quite in tune with the views of teachers when she said that a teacher with about 30 years' experience should expect a salary of around £22,000 a year.

Until Mr Baker offers salaries comparable to industry, the loss of physics and maths teachers will continue, and our bright young sixth-formers will continue to laugh at us when we dare to suggest a career in teaching.

Bringing tired 50-year-old men out of industry will fill both them and the residual motivation of those of us who are left to train the dynamic young men and women of tomorrow.

P. K. TONKS
Headteacher
Sollyhill
West Midlands



The teaching certificate is an ideal course for students and teachers to receive qualified instruction in the teaching of techniques and fundamental skills of Association football. Mr Robinson is invited to attend such a course in Ripon or York, or anywhere else for that matter, where I am sure he will need to take off much more than his coat!

If more students and teachers were encouraged to gain this basic qualification far fewer than 54 per cent would need guidance from the English Schools' Football Association.

PETER MULLIGAN
FA coach
College of Ripon and York St John

Human rights

Sir—Following Mary Follain's article on human rights teaching in French schools (TES, June 5) and Hugh Starkey's letter (July 3), your readers may like to know more about the Human Rights in Education Network, for which the British Institute for Human Rights act as co-ordinators.

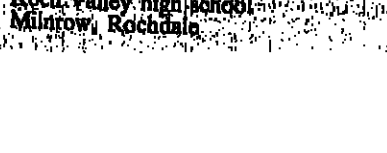
The purpose of the network is to work for government implementation of the recommendation of the committee of ministers of the Council of Europe that human rights should be taught in schools. This initiative has not so far been taken up in this country.

The members of the network are individual teachers who have, or who would like to, introduce a human rights dimension into their teaching, and representatives of Amnesty International, Minority Rights Group and many other organizations whose purpose is to promote human rights.

Furthermore, a practical urgency has intervened in that some examination boards have included in their syllabus for the GCSE knowledge of human rights and in particular the European Convention on Human Rights and the case law of the European Court for Human Rights.

Further information may be obtained from the British Institute of Human Rights, King's College, Strand, London WC2R 2LS.

CATHUNE CAPE
Education Officer
British Institute of Human Rights
Kings College

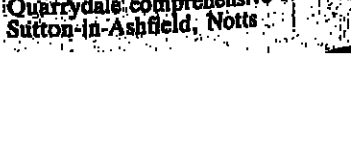


Bad experience

Sir—I must disagree with those who write off experiential in-service education and training methods as a waste of time (TES, July 10). The best courses—like the best lessons—rely on a variety of approaches.

The fact that Mr Clegg feels compelled in future to make his way "as a nobody, disruptively and rudely as I can to the nearest coffee machine" shows the value of the experiential approach and that it is possible to experience the feelings of an 11-year-old. Sometimes, pupils have similar feelings, but usually they restrain themselves.

JILL GARRETT
Headteacher
Rock Valley high school
Milton, Rochdale

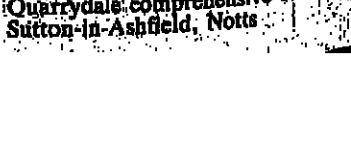


Square deal

Sir—Following recent correspondence about the decline of cricket in schools, I suggest that in Nottinghamshire at least, cuts in ground staff, and time allocated to treat and prepare wickets, have done little to foster the game.

Nearly all cricket squares in Nottinghamshire schools have been replaced by all-weather pitches. Though they require very little maintenance, they are a great deal more expensive to install and to maintain. How can a club of pupils learn to play cricket on one pitch which is divided between two rival pitches? Please return our squares.

P. R. HUTCHINSON
Head of PE
Quarrydale comprehensive school
Sutton-in-Ashfield, Notts



FEATURES

فاز من الله فوزاً عظيماً

of their worst fear over a series of sessions until 1 week and 2 weeks, respectively, for the posttest.

Review

Building bridges

Lynne Truss talks to Martin Esslin

Some people like to be in the middle of things. They like to act as a kind of human bridge — between people, between cultures, between disciplines. Martin Esslin is one of these. For example, as Head of Radio Drama at the BBC from 1963 to 1977 he was responsible for bringing world drama into the homes of the pious English. And his own life is a complex of cultural bridges: his background is European (he was born in Budapest), yet his home is England, and he teaches in America. As if to emphasize the point, he called a recent collection of essays *Meditations*. In his latest book, *The Field of Drama*, he is on yet another diplomatic mission.

Esslin, a solid, impressive man in his late sixties, must be known by name at least to every student of drama in the country. No reading list is complete without his *Theatre of the Absurd*, and his studies of Pinter, Brecht and Beckett have become classics. He is now Professor of Drama at Stanford University (spending six months of each year there, and the other six in England), a post he took up after retiring from the BBC in 1977.

If one wanted to be glib about it, one could say that the premise of his new book is that, just as politics is too important to be left to the politicians, so semiotics is too important to be left to the semioticians. The full title of the book is *The Field of Drama: how the signs of drama create meaning on stage and screen*. As simple as that. And in fact the book is simple, in terms of language anyway. It just breaks down the systems of meaning inherent in any performance — be it on stage, on television or in the cinema — and explains the varieties of ways an audience is told things. So it's on a double mission: to bring the practical usefulness of semiotics (without the jargon) to directors and critics, while also defying the usual subject boundaries and considering all the dramatic media at the same time.

"It's ridiculous," he says, "that in most universities there's a drama department and a film department, and the two don't talk to each other. And with television now being quantitatively the largest conveyor of drama — so that nowadays an ordinary person takes in as much drama in a week as he probably would in a lifetime in the last century — it's ridiculous that dramatic criticism should be confined to small theatrical performances. The things that millions of people watch are never criticized in the proper way. That is where semiotics come in, because the

great advantage of semiotics is that it's unpretentious. It's dealing with how a performance works, it's not literary. It means that it makes perfect sense to talk about *EastEnders* and *The Oresteia* in the same vocabulary: in both, if an actor turns around and lowers his head, it means that he's sad."

Esslin is all too aware of the dangers of jargon in obfuscating what is essentially a useful system of thought, so *The Field of Drama* is written in defiantly plain language. The nearest he comes to technical language is in identifying three basic systems of meaning: the "iconic", the "deictic", and the "symbolic". If we use those systems to look, say, at an actor dressed as a king, sitting high up on a throne, he says we perceive his positioning on stage in three different ways:

- a) that it's realistic — kings usually sit high up (iconic)
- b) that by being higher up, he's the focal point on stage (deictic)
- c) that being elevated, he's more important (symbolic).

So, if you take into account that there are other actors and a set to look at, and that somebody is probably speaking, and that there will be gestures and possibly music, at any given moment in a dramatic performance there are unspoken things which together make up the meaning of that moment. And it is undoubtedly useful to be shown ways of breaking down that moment into its constituent parts, to see "how it works". Yet Esslin insists that, however thoroughly one looks into it, one can never say exactly the meaning of any given moment (some rash semioticians have tried). Drama is an art form, and it's "a big mistake" to treat it as an exact science. Esslin argues that every member of the audience takes a different "meaning" from the moment, because each brings different knowledge, different expectations, different understanding of the conventions.

It's an interesting point that although, as he says, semiotics provides an essentially "non-literary" approach, yet by and large semioticians usually look for meaning by starting with the written text. Here again, Esslin parts company with them. In fact he says that it was the thing which, in writing the book, came as a revelation to him: that the visual side of drama — the action, the gesture — is far more important than what is said.

"The only element of drama that is unique to it is the actor. Drama uses all sorts of artists — writers,



painters, musicians, designers — but the only one that appears in no other art form is the actor. The words are less important than the action. If one character says to another, 'I love you darling', and then plunges in a knife, you have to say that the action over-rides the words!" It's mainly for that reason that radio drama has been excluded from *The Field of Drama*, because although radio has a strong "visual" element, it operates in special, and very subtle, ways.

Esslin doesn't regret having to leave out his beloved radio drama ("I can write about it elsewhere"), but he acknowledges that working in radio was probably what got him interested in semiotics in the first place. Radio has very sophisticated techniques and conventions for conveying meaning, and if you don't understand them, you can't make radio. He hopes that the book will be useful to people who are involved in

the practical arts of making theatre, television and film, as well as to those who make up the audiences. He's aware of the urgency there to alert people to what they are watching, particularly where television is concerned.

"The fact is that television is the most conservative force there is. It reinforces the status quo, and it emphasizes the importance of material success. On the other hand, it is potentially the greatest popular art form. With television having become the main educational force on the younger generation, the most important subject in schools now should be the teaching of television criticism. From the age of six, say, there should be a subject every day: looking at yesterday's television, how to look at it, how it's made, how to judge it. From that point of view this type of approach is rather important."

"The Field of Drama" Methuen £14.95.

All change

School Subjects and Curriculum Change. By Ivor Goodson. Falmer Press £15.95. 1 85000 151 0. 38.50. 152 9.

Judgment, Planning and Educational Change. By Maurice Holt. Harper & Row £6.95. 0 06 318380 5.

School Subjects and Curriculum Change examines how the secondary school curriculum has developed. Three traditions are identified: academic, pedagogic and utilitarian, all still existing in the comprehensive system. It is stated that academic subjects for able pupils have been (and still are) accorded the highest status and resources, and that subjects have had to grow out of their utilitarian origins to achieve "academic" status; they, paradoxically, have had to continue to be generally accepted as "vocational" qualifications in order to survive, and they have also had to continue to appeal at a pedagogic level to learners. The book includes, as examples, accounts of the "evolution" of biology, geography and rural (environmental) studies.

With regard to the curriculum the book questions recent "managerial and authoritarian ways of planning change", in which education has been seen as a "product" to be "delivered" ("like refrigerators and fish fingers"), with teachers relegated to a "reactive rather than pro-active role".

Educational change is not a "procedural process" answering to theoretical principles; "adopting an innovation" is a matter not of acquiring a "bolt-on gadget" but of taking a radical decision. It is argued that teachers (and pupils) should be seen as "moral agents" that political and civil servants should "regard policy-making as a luxury, and concentrate on facilitating the work of schools rather than prescribing it", and that encouragement should be given to "school-based deliberation" and to "adaptation, not innovation".

The author claims that "the usual British approach to curriculum change is to specify a new examination, and 'teach to the test'". He argues that "the only way to achieve a new examination is to change the curriculum, and the curriculum is not a set of subjects to be taught, but a set of experiences to be lived. It is in this sense that curriculum change is a moral issue, and it is in this sense that curriculum change is a political issue."

"The Field of Drama" Methuen £14.95.

of modern American society, in which the central attack is on the proposition that "truth is relative", the easy democratic assumption that "anything goes". When he says of American students that "the danger they have been taught to fear from absolutism is not error, but intolerance", he is describing something which can be recognized. It does appear to be the case that our generation has found the psychological razor-edge of liberalism very hard to sit on: to absorb that we must not repress an erroneous opinion, and yet may continue to regard it, with deep conviction, as erroneous is something which goes very deeply against the psychological grain. That, of course, is why liberalism is needed.

It is not entirely clear why the author sees the need to support this concern with a long social commentary. This is sometimes amusing, as in the picture of liberals faced with the conflict between pornography and feminism "wringing their hands in confusion because they wish to favour both sides, and cannot". It is sometimes eccentric, as in the view that divorce diminishes the appetite for philosophy.

Much of the middle section of the book could only be American, since it expresses the hunger for moral purpose characteristic of the only nation in history to have been dedicated to a

proposition. Reflections about "superior moral significance", or the duty of the family to "transmit the wonder of the moral law" will raise eyebrows in more empirically inclined English readers. Those English readers who are also academics, especially if they come from an empirical discipline like my own, will fall back on the fact-value distinction. In matters of fact, truth and error (or at least error) undoubtedly have an objective existence. Either William the Conqueror landed in 1066, or he did not, and there are no two ways about it. In such disciplines, we tend to see one of our major responsibilities as the checking of the use of error in the service of partisanship. We see it as our duty to teach undergraduates what the arguments were at the Synod of Dort, but the resulting debate on free will versus determinism is one on which we would regard it as highly improper to teach them a particular attitude: that decision is theirs, not ours. Yet the question remains: if it is not our job to teach right and wrong in matters of values, whose is it? Is this a field which will be abandoned to the gurus?

It is not until the last quarter of the book that the force which is driving Professor Bloom ultimately emerges: it is shame at what he sees as the intellectual betrayal of American universities in the face of the student

violence of the Sixties. In his words, "they were asked to change their content and their standards, to eliminate elitism, racism and sexism as 'perceived' by students. But the community of scholars proved to be no community. There was no solidarity in defence of the pursuit of truth." Here we suddenly recognize the source of some of the ideas which have belatedly reached Haringey and Brent, together with a capacity for violence uglier than anything yet found in those beleaguered boroughs. Professor Bloom, for example, dwells on the failure of the President of Cornell to discipline a Professor who threatened the life of a student for failing to take part in a demonstration.

By any normal moral standard, many of the actions described by Professor Bloom were wrong, yet he may find, as those who took them did, that a deep sense of guilt does not always help rational decision. For Professor Bloom, the whole academic exercise is tainted by these capitulations. It is easy to understand the sentiment, yet to one who taught in a major American university nine years after the end of the "troubles", this picture of a finally perjured community is quite unrecognizable.

Perhaps a countryman, though not an admirer, of the Vicar of Bray may ask for a little more perspective. Many

American academics, uneasily remembering their part in those events, are still aware of their anxiety to avoid being pushed into defending things which they, as well as the protesters, regarded as real social injustices. This, even if it leads to error, is not an ignoble motive. It is also worth remembering that in most historical situations, those with the capacity and will to be martyrs have always been a minority: it was not only Archbishop Crichton who looked back on his career and had to say "I have said Mass: I am sorry for it". This view carries the corollary that we must accept that those Germans who tolerated Hitler were not worse people than ourselves. That corollary is uncomfortable, but not necessarily therefore false. It is even a tenable view that martyrdom is not always the best way to serve a cause: Professor Bloom quotes Sir Thomas More, but did he really do more for his cause than the Lord Treasurer who was "sprung of the willow, and not of the oak"? The point is not to defend the surrenders he describes: if his account is accurate, that cannot be done. The people he attacks denied the truth, but does that invalidate the succession that follows from them? What the President of Cornell is accused of doing is something that St Peter had done before him.

Readings

Language, Communication and Education. Edited by Barbara M. Mayor and A. K. Pugh. Croom Helm £8.95. 0 7099 3590 0.

Although this book of readings has been published specifically for use with the new Open University course *Communication and Education*, it will give good service to anyone interested in the sociology and psychology of verbal and non-verbal communication.

The six sections into which the book is divided examine the verbal and non-verbal elements in interaction, the ways in which established social roles and power differentials are expressed and maintained through the use of specific terminologies (some interesting observations here on sexism in language) and the role of language in learning. Mayor and Pugh round off a thoroughly worthwhile package with concise and helpful introductions to each section.

A History of Modern Education. Volume 3, *The Modern West: Europe and the New World*. By James Bowen. University Paperbacks £11.95. 0 416 41980 1.

This first paperback edition of the third and final volume of Professor Bowen's monumental history of education examines changes in educational thought and practice from medieval to modern times. A work of immense scholarship and profound wisdom concludes with a ringing affirmation of faith in the power of education to nourish the intellect — an inspiring message in these dimly utilitarian times.

Laurence Alster

"This is the first time that I am writing as I please." Colette said in *The Evening Star* (The Women's Press, £3.95). With an earlier volume of recollections, *Looking Backwards* (The Women's Press, £4.95), this is a series of meditations on people and events, written in wartime Paris, and free from the pressure of deadlines. Colette, immobilized by arthritis, records not the historic moment but the incidents of daily life, rationing and recipes, and her memories of her mother, her friends and her literary life. In her determination and in her better than in any other documents of the time, and together the books are a tribute to the intelligence and spirit of a remarkable writer.

David Challenger



The Eight Bells in Bridge Street, one of Salfron Walden's many 16th-century houses. From The English Country Town, a priceless aspect of England's heritage by Anthony Quiney, with photographs by Robin Morrison (Thames and Hudson £12.95).

Very troubled families

The Family As In-patient: Families and Adolescents at the Cassel Hospital. Edited by Roger Kennedy, Anne Heymans and Lydia Tlachler. Free Association Books £22.50 and £8.95.

At a time when child sexual abuse is a matter of such general consternation it is interesting to reflect on treatment methods for helping very troubled families. Family therapists have for several decades been asserting that we should cast off the medical model which individualizes disturbance and understand the processes which lead to families needing to identify individual members as "sick". The family system is argued, maintains itself in a state of balance, and it achieves this, at times, through the dysfunctioning of one or some of its members. An abusing family, according to this view, would be seeking by, at one level, reuniting the system by sexual needs through the children, thereby preventing all-out conflict between the parents, with potential destruction of the family system.

The Family As In-patient is a presentation of the work of the Cassel Hospital team which specializes in work with severely disturbed families. The book offers a lucid account of the

work of the team, and explains how families are admitted as a whole unit, possibly for several months at a time, and given intensive psychoanalytic treatment administered through doctors, psychotherapists and nurses. According to the authors a genuine team approach is adopted with nurses having an equal contribution to therapy alongside the other professionals. In working with families the staff attend to the "work of the day" by which is meant the "emergence of emotions through ordinary daily events, and through ordinary thoughts and feelings, and experiences that may occupy patients during the day. Such an approach, the authors claim, makes it possible for the psychoanalytic approach, based originally on Freud's insights, to be used with patients who could not deal with traditional psychoanalysis involving an hour a day on the analyst's couch. Furthermore, the "disturbed functioning of whole families is, as it were, made available for diagnosis and treatment with therapists available throughout the day and night."

Anyone reading this book should gain a clear picture of the Cassel Hospital's in-patient work with families. There are many well-presented case examples illustrating the orientation of what appears to be a highly professional but sensitive team.

However, there are few pointers to how effective their work is. Only one chapter deals with evaluation of this way of working with families. This is a report by a student social worker, on placement at the Cassel, who interviewed current and former patients and established that, by and large, they rated the support of their fellow patients more highly than the involvement of the staff. Indeed, in some cases they viewed "the bearded black-suited doctors" as rather distant invading figures, like intrusive aliens in the on-going life of the ward.

As well as the lack of evaluative material a further surprising deficit in this book is the lack of attention given to the family therapy approach outlined at the outset of this review. Family therapy is now widely accepted and practised whereas the psychoanalytic view is confined to a small minority of highly trained practitioners. Basically the Cassel approach adopts unwavering allegiance to the psychoanalytic outlook which, like the medical model, attributes pathology to the individual and largely ignores interactional factors. It does, laudably, seek to extend its application beyond the analyst's couch but still places itself in a very narrow area of practice and one which in these cost-effective days does not come at all cheaply.

David Challenger

The survivor's guilt

by RAD Grant

Night, Dawn, The Accident. Three Tales by Elie Wiesel. Robson Books £10.95. 0 903895 07 2. The Moro Affair and The Mystery of Majorana. By Leonardo Sciascia. Carcanet £9.95. 0 85635 700 6.

Elie Wiesel at 16 was a veteran of both Buchenwald and Auschwitz. It is to him that we owe the "Holocaust" metaphor, and that event and its aftermath are the theme of these novellas, first completed in French in 1961 and published in English in 1974. Not only the theme itself — which a word such as "harrowing" is wholly inadequate to describe — but the knowledge that the details are autobiographical, make it easy to forget that his trilogy is, technically, a work of fiction.

The first story, *Night*, depicts the Holocaust through the eyes of the young Hungarian Jew Eliezer (obviously the author). Scenes apparently out of Dante are here transcribed from life, and (as Wiesel notes) eyewitness reports were actually treated as fiction by those who were shortly to re-enact them. Even we, who know the facts, still close our minds to them. But this is less callousness than a natural defence against fruitless, unanswerable anguish. For, as Wiesel later shows, without some release from the dead life simply becomes insupportable.

The burden bore heaviest, and with terrible injustice, on those who survived. For the camps showed, and were perhaps devilishly designed to show, that when driven to it the innocent could be as brutal as their persecutors. Eliezer several times betrays his deeply-beloved father to save himself, and when his father dies of dysentery and a "savage" beating combined, his innermost thought is "free at last". It is a grim paradox that

such "freedom", even when unthought, turns out to be almost inexplicable.

The title of *Dawn* is semi-ironical. The hero Eliezer (who may, or may not, be Eliezer) has survived the Holocaust, and has been recruited for anti-British terrorism in Palestine. What Wiesel shows, with immense courage — though perhaps only a Jew can say these things — is how a basically just ideal (Zionism), when pursued in defiance of normal humane scruples, comes to resemble its unjust but similarly Messianic opposite, Nazism. Every self-deceiving trick in the terrorist book — the bad faith, the casuality, the deep-eyed sentimentality, the synthetic hatred, the shifting of blame on to others, the grotesque Ben-Hamite arithmetic — is unblinkingly exposed, the more effectively for the author's ceaseless subversion of the reader's impulse to seek refuge in comforting rival absolutes (eg pacifism, simple-minded anti-terrorism). Tommy-gunning ambushed soldiers, Eliezer suddenly sees himself in SS uniform; "executing" a hostage, he realizes that he has finally communicated himself from the dead whom he thought to vindicate, and has thus both "killed Eliezer" and incurred further guilt.

The dead (God among them) can be neither buried nor avenged. So, without absolution, their spell must be broken by life. The

Accident Eliezer, now a journalist in New York, is nearly killed by a cab, which he finally admits he had seen coming. His guilt at surviving his family (no Palestine interlude is mentioned) has destroyed his will to live, things which are incomprehensible, offensive even, to the decent, banal New World innocence of the doctor who saves and the woman who loves him. He is, finally, rescued by the abrasive, unsentimental friendship of an artist compatriot who confronts him, through his portrait, with the image of his ancestral suffering, and seeing him tempted into renewed self-pity, burns it to ashes before his eyes. Taken in context, the artist's motto — "Maybe God is dead, but man is alive" — is as remote from vulgar humanist uplift as can possibly be imagined. Profundity apart, Wiesel's trilogy is also a masterpiece of narrative organization. It is in every way more than equal to Conrad, and probably the nearest thing to great art that a civilization is likely to produce which has lost its innocence, its saving illusions, for ever.

The Sicilian novelist Leonardo Sciascia's book is good, but not on the same level. Neither is it fiction, but reflective, intelligent journalism. It concerns the Moro affair of 1978, in which the President of Italy's Christian Democrats, having just negotiated a historic governing coalition with the Communists, was promptly kidnapped by the Red Brigades and held hostage for two agonizing

months while he publicly pleaded with his own party for his life. The Government refused to treat with his captors, and Moro was murdered.

Sciascia does not say outright that the Government should have given in. Nor does he take the terrorists' part. What he does say — and he convinces me — is that the Government's disavowal of Moro, the pretence that the suppliant (who had always professed flexibility in dealings with terrorists) "was no longer the Moro they knew" — in other words, was a non-person — was hypocritical and disgusting. Reasons of state may be over-riding, but it is unpleasant to have to reckon among them the need to placate the media, who, having first presented terrorism with its chief instrument, publicity, were now bawling for a show of intransigence.

In some ways Sciascia is naively anarchic. He seems to think that the Red Brigades "power" is qualitatively not very different from that of government. He should look again at his great countryman Machiavelli, and relearn the important lesson that though right is not might, it is nothing without it. Better, still, he should read Wiesel.

The Mystery of Majorana is a piece of detective work. In 1938 the brilliant young physicist Ettore Majorana, a protégé of Perini, supposedly drowned himself between Naples and Palermo after leaving suicide notes to that effect. His body (unsurprisingly) was never found, and Sciascia suggests that in fact Majorana had first (Heisenberg) discovered the secret of the atomic bomb and then, wishing to keep it, had faked his suicide and disappeared into a monastery. A plausible, interesting, and well-evidenced thesis, even if an implicit portentousness, the faintest whiff of moral kitsch, as of the Sunday "heavy"

Bridget Lane

ARTS

Sweetly sad and weakly shocking

Fathers and Sons. By Brian Friel. National (Lyttelton) Theatre. That Summer. By David Edgar. Hampstead Theatre. The Balcony. By Jean Genet. RSC Barbican Theatre. They Shoot Horses Don't They? By Ray Herman. RSC Mermaid Theatre.

Turgenev's novel *Fathers and Sons*, conceived while "sea-bathing at Ventnor in August 1860", outraged his contemporaries. Its picture of Russian gentry mismanaging their vast country estates, morally bankrupt elders rudely challenged by their idealistic sons, offended conservatives and radicals alike, made the Tsarist authorities uneasy. Brian Friel's play-of-the-book, premiered at the NT, reveals the explosive critique at the heart of its elegiac lyricism, showing why it caused offence while making us wonder that anything so humane should cause such passions.

Arkady returns home to his father Nikolai's estate bringing fellow-student Bazarov with him. Their avowed nihilism bemuses Nikolai and angers Arkady's liberal-dilettante Uncle Pavel who detests their views and

challenges Bazarov to a duel. Visiting Bazarov's parents, Arkady sees how why he denounces all they stand for and the fierce pride with which they love him. Bazarov's love for Anna Ostrovskaya being repulsed, he goes to his death fighting a typhus epidemic among his father's serfs.

The news of his demise brings a note of sadness to a wedding-party held in a flower-bedecked courtyard hung with Japanese lanterns. This "Chekhovian" image (Carl Toms' design) is characteristic of Michael Rudman's production which is full of wonderful cameo portraits played by first-class actors, all acting within their range in a sweetly sad gentle idyll which blunts Turgenev's cutting edge.

If David Edgar's *That Summer* cuts anywhere it is at the pretensions of socialist intellectuals showing solidarity with the workers in the miners' strike, 1984. Howard and Cressida (history don and chiropractor respectively) move into their Welsh-coast holiday cottage with his son Daniel (named for Dany Cohn-Bendit) and their gay friend Terry. Cressida has invited two miners' daughters to share the holiday. Their presence exposes the world of difference between middle- and working-class attitudes to life

and to the strike.

Sue Plummer's design brilliantly sets the scene. Michael Attenborough effectively directs a gifted and committed cast who perform wonders with an intractable script compounded of anti-middle-class jokes, anti-Thatcher abuse and wordy political rhetoric.

More verbose rhetoric in the "additional material Genet wrote for the revolutionary scenes" incorporated in Barbara Wright/Terry Hands' "new version" of *The Balcony*, directed by Hands himself. Farrah's designs for the brothel and the museum express Genet's imaginatively theme through real and imaginary mirrors both reflecting actors' movements. True to Genet's intentions, the brothel's mental customers appear as gigantic projections of their sexual fantasies: Bishop, Judge, General, Beggar. Fixed in their images by a victorious royalist counter-coup against the revolutionaries, they assume the status of national icons: powerful, corrupt, more image than substance.

Under Hands' direction the actors yell and posture, utilising the audience with glimpses of sado-masochistic sexual practices, raising laughter with

a final explosion of glib anti-clerical blasphemy. Irma's (Dilys Laye) lesbian flirtation with Carmen (Kathryn Pogson) is powerfully acted, and Francesca Folan's Chantal would make armies. But, its power to shock diminished by the past 30 years, *The Balcony* chokes on its own verbosity, drowns in a welter of overstatement.

It is, however, a tract for the times. As is *They Shoot Horses Don't They?* adapted from Horace McCoy's original novel of the Depression. In a Los Angeles dance hall we join an audience watching a 51-day dance marathon, entering the lives of selected couples driven by unemployment in degrading pursuit of a thousand dollar prize. Finally, at her request, Robert shoots Gloria dead and is charged with murder. The performances are very good: Imelda Staunton's Gloria a brilliant study of bitter disillusionment. But the director's attempts to whip up audience involvement don't work, and the Thirties songs (delightful in themselves) impede storyline and character establishment, giving a showbiz gloss to a nasty episode in the history of entertainment.

John James

Purple pizzas

The World to Come. Snap Theatre. The Margaret Dane School. Bishop's Stortford.

I landed on the planet Zenonia at an opportune time. The increasingly desolate Zenon - famous throughout the galaxy for banning smiling and "unnecessary" music (ie all singing, no anthems to his greatness) - had been overthrown. His final act of repression had been to substitute three small pigs for school dinner. For the population of Zenonia - 104 first-year girls - enough was enough and a committee of eight had been elected to negotiate with the tyrant. Not surprisingly, discussion had broken down. The committee, backed by popular support, had assumed power.

Just as I was thinking that James Fenton in Manila couldn't have had a more exciting time, the revolution proved to be short-lived, and Zenon's quick-witted offer of his expertise in the creation of a New Zenonia, with himself as an executive rather than absolute leader, was pragmatically accepted. School dinner - not those little pills but purple pizzas and purple sponge (as the day was a Thursday) - was served. Democracy, despite reprobate grumblings that authority was more fun, was established.

It was not that a parallel universe had somehow got tangled up with a Hertfordshire school but that SNAP theatre was in residence for a week, working alongside teachers of maths, science, art and humanities in an extended role-play exercise designed to cut across the curriculum and provoke the girls into "examining the role they may take in a future society".

As with much science fiction, the futurology element was there to offer the status quo to be set aside and the imagination to sort out moral questions with an open perspective. There was a difficulty, it was possible to see the essential niceness of the Margaret Dane girls, so forbearing with their "tyrant" that even when he collapsed because his daily "source replenishment" had been forgotten, they immediately formed themselves into the ritual choir in order to restore his strength.

Much of the time was taken up with creative work - for example, the building and decorating of a "dome", a colourful living space - and the scenario provided a marvellous basis for a series of wall newspapers, charting the fast-moving events on this small and temporary planet.

Jill Burrows

One night stand

Swings and Roundabouts. Bullers Wood School.

The Churchill in Bromley is not a particularly big theatre. With a little over 750 seats, it accommodates no more than twice the number which would fill an average school hall - though in rather greater comfort. But hiring it for one night was still a bold move, by Bullers Wood School for Girls.

They have an enviable reputation for drama, specialising in big, new musicals purpose-written to involve the whole school (or so it seems). Mounted in aid of the Alzheimer's Disease Society, *Swings and Roundabouts* by Roger Wade (with a book by director Christine Bagwell) was no exception. A bobby-dazzler spanning a quarter of a century, it filled the stage with people, and to judge by the size of the audience raised a substantial sum for the charity.

Linked together by the presence of a "forgetful" grandmother, it compared the experiences of the generations for whom examinations mark the rite of passage into adulthood. But, although there were references to TVEI and GCSE, it was rather too cosy. There was a touch of pure *Salad Days* in the idea that, even in the Sixties, a young girl without A levels or her parents' knowledge could be hired as a junior reporter on *The Times*.

And when it looked to the present, things seemed more than usually rosy. There was (thankfully) none of the standard anti-prop about unemployment which has marked so much youth drama for several years, but the rather glib message that somehow everything would turn out all right on "the roundabout of life" was almost as bad.

Literally showcased on a big stage - and the Churchill's is not only big but acknowledged by experienced directors as particularly "difficult" - the story and some of the production seemed rather thin. There is a difference between a school show and a professional production, and unfortunately when the former invades the proper home of the latter its limitations are more than usually visible. Despite bright lighting, a cardboard set remains very obviously a cardboard set.

On the bright side, however, the score made up for everything. Roger Wade contributed half a dozen good tunes; the music was well-played and the songs well-sung. Thanks to some discreet audio-enhancement, every word was audible too - and that is more than I can say about several professional musicals which have been produced on the same stage.

HD



Reconstructing the Globe

The rain it raineth every day. "Shakespearean" Londoners needed modern umbrellas and welfares at the celebratory fair which took place last weekend on the site of the reconstruction of the Globe Theatre on Bankside. Sam Wanamaker, the American actor and director, saw 15 years of hard work and political wrangling begin to come to fruition on Thursday when Prince Philip presided at the Ground-Breaking Ceremony while assembled dignitaries braved the elements like groundlings. Twenty-four poets, donated by different countries, the last an already describing a gap-toothed wooden O.

No need for tears

Sound Level CX4. Visible Theatre Company.

The Visible Theatre Company brought down the curtain on a season's work in Croydon schools with an open performance of their current show *Sound Level CX4* at the Croydon Warehouse Theatre, recently.

They are an aptly-named company, a mixture of deaf and hearing actors, and the show imaginatively and visually characterises the problems faced by the deaf and hearing-impaired. The year is 2087, and in the Ministry of Disinformation in some unnamed state they are busy rewriting history. "Huxley" and his subordinates "Orwell" have got as far as 1986 (main event: the marriage of Prince Andrew and Madonna) but it is the activities of their superiors which make *Sound Level CX4* more than a "summat labud satire" - a piece of New Wave comedy by Max Beerbohm as a very descriptive of his own account of life 100 years in the future.

As part of their representative subjugation of the people, the high-ups insist that everyone wears headphones through which behaviour is subconsciously controlled. There is only one

problem: the deaf are not susceptible to this form of treatment. What's more, signing allows them to indulge in subversive communication. And when one deaf worker disappears, her friend Vida uses this and a great deal besides to rescue her from the Mines to which she has been exiled.

The parallels with life in various totalitarian states are clear enough, but the strength of the play lies in the way in which, despite her own profound deafness, Mita Parekh at Vida initiates the action. Thus, although as a piece of pure theatre, *Sound Level CX4* works well enough for its target audience of lower-secondary pupils, taken in conjunction with the following workshops offered by Visible Theatre, it is a really visit schools. It also presents a positive image of deafness. There is absolutely no trace of self-pity - indeed, the matter of deafness with which the disability is treated is a misanthropic of the physically-handicapped company. Neither company wants us to cry. More importantly, both know how to let us laugh at the right time.

High David

An exhibition of selected books based on Julia Eccleshare's choice of Children's Books of the Year 1987 is available for hire at £40.50 (£30.50 to Friends of Book Trust and educational establishments) plus VAT per fortnight. The exhibition is at the Festival Hall in London until August 16, where there will be a week of children's activities between July 27 and August 1, and at The Barbican for the month of August. The annotated list is published in book form this week (Book Trust, £5.25; £3.50 to Friends of Book Trust) and educational establishments.

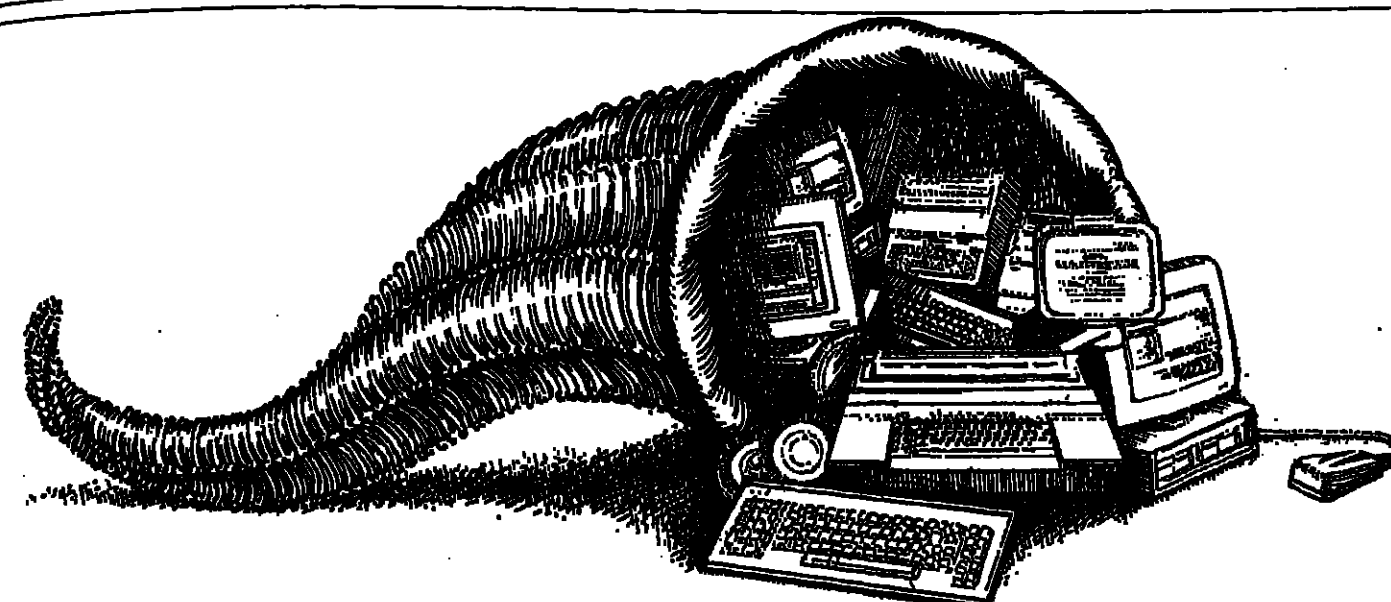
The New Shakespeare Company at the Open Air Theatre Regent's Park is to run workshops between July 30 and August 7 for school and college leavers interested in careers in the theatre. Tickets are £1 per workshop. Details and application forms from the Open Air Theatre (01-935 5756/5884).

The company will also be presenting *All On A Summer's Day*, an adventure about the fairies in *A Midsummer Night's Dream* for five to ten-year-olds written and directed by Vicki Ireland. In addition to the professional and amateur children will play the elves and fairies. Performances on August 10, 11, 12, 13, 14, 15, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31. Tickets £2.50. Advance on 01-935 5756.

Summertime

David King with Brock the Dog, who will join him on Wednesday at 3.30pm in *Of Caterpillars, Cows & Cakes* at the National Theatre's Lyttelton. Bullers when Mr King and Anne Harvey will read poems of all sorts about animals. This is an event in Summertime at the NT, which today presents the Grand Kovart, a magic show on the Olivier stage at 5.45pm, and includes *Children's Day* (August 1) when there will be various free events on the South Bank. On Tuesdays and Thursdays, until August 20, the National Education Department will run workshops on aspects of the theatre at 11.00am. Tickets £1.10. From the Education Department (01-261 9808).

RESOURCES



A cornucopia

Jacquetta Megarry reports on new products for education, training and personnel development

The Education, Training and Personnel Development Exhibition, held at Birmingham's National Exhibition Centre this month, saw the launch of over 1,000 new products from 200 different companies and organizations. Many were aimed at firms with large training budgets, but there was also plenty to interest school teachers.

Guildford Educational Services' stand gave a glimpse of the future with a huge database of courses on CD-ROM (compact disc read only memory). Using software developed by the Open University to run on a standard IBM PC or clone, passers-by searched the ECCTIS database (long courses) and the DES PICKUP database (short courses). The project is jointly funded by the Manpower Services Commission and the Department of Education and Science.

Search results not only appeared almost instantaneously, but they also gave far more detail than the Prestel service. For schools, on-line searching creates problems of access to phone lines. Moreover, the time needed for serious searching makes costs prohibitive in telephone connection time, even if other charges could be waived. The pressure militates against re-landed mystery of the system. And the limited capacity of the floppy disc off-line alternative allows only subsets of the database to be searched.

Plans for the September release of the CD-ROM are well advanced. It should have around 80,000 records on long courses in further and higher education from ECCTIS, 8,000 short courses from PICKUP and also 10,000 career learning opportunities from MARIS. The happy user need not even know which database he is in - simply, let alone what all those titles stand for.

Open learning

Wolsey Hall (66 Banbury Road, Oxford) displayed a number of GCSE learning materials, with courses in Accounting, English literature and history now and another nine subjects from chemistry to commerce to law in September; prices £27 per course. They also offer business, professional and degree courses, and are teaching aid packs as well as learning materials.

Learning materials are systematically organized, with a range of suitable activities, and provision for feedback. The language level in the sample GCSE lessons seemed unsuitably high.

Joe egg

The Egg File, a series of worksheets, information sheets, teachers' notes etc., is available from the British Egg Information Service, Great Presentations, Scala House, Holloway Circus, Birmingham.

The Egg File is stylistically more sophisticated and fun than comparable materials, by the

Essential Study Skills (£6) is good value and well illustrated; the college has long experience, high success rates and hence a good reputation in this field. Open learning materials were also shown by SCOTTSU International of Northern College, Gardyne Road, Dundee. Managing Bill Hamilton is a management training course for heads of departments in secondary schools, produced for and widely used in the Grampian region. Bill Hamilton is head of a science department, and in the course of seven units (print and audio tape) he faces a variety of problems in decision making, time management, personnel management, course development and communication. The study time is estimated at 25 hours and it costs £70 plus VAT (£10 per unit). Curiously, the course appears to omit both discipline and resource management, two key areas for many hard-pressed departmental heads.

Technology

Technology teaching was strongly represented by Trent Polytechnic Centre for School Technology (a development of British School Technology) at Burton Street, Nottingham. TICTST operates nine fully-equipped trailers offering in-service courses of up to four weeks, spread over a period in some cases combined with an intensive week based at Trent Polytechnic, to teachers anywhere in Great Britain. They stress the importance of getting science and CDT teachers working together.

With funding from the Equal Opportunities Commission and the Engineering Council, TICTST also operates three WISE buses (women into science and engineering). Girls of 13-14 years, who are about to make curricular choices which will channel their futures, spend an hour or so sampling a carefully-chosen series of activities which stress problem solving.

Vento Solenoids were showing a remarkable new material called polystyrol, which they will market under the name System Beta. Its unique feature is the ease with which it can be formed. Within 20 seconds, a simple "formed" former (costing only £30) makes a malleable axis along which the sheet can be bent at any angle, for instant and forgiving model-making.

Wheels, gears, metal parts and electric motors combine to make System Beta a powerful and practical system. It looks attractive to primary schools

and the domestic market in addition to its immense scope in the teaching of CDT. Vento are at 43 Burners Lane South, Kilm Farm, Milton Keynes.

Mod Comms

Modern communication devices such as the telephone and computer keyboard are a rich source of training materials. Keyboarding is approached by a range of techniques from the well-known Sight and Sound, through dedicated devices such as ABLAC's pre-computer Tutor (an electronic keyboard with 21 built-in lessons at under £60) to the so-called revolutionary Almene method, which claims to teach touch typing in two hours, "cutting out 15-20 hours of normal learning time".

Scapellato may react against the hard sell. According to the publicity, "Almene King Brahman is a dynamic lady who has devised, developed and tested the method of the Modern Computer Keyboard Skills Unit in Cambridge, where it was piloted, is quoted as saying, "Yes, it really works."

But in relation to the successes and failures of 11 years of compulsory schooling, even 20 hours is scarcely a high price for keyboard competence. Why shouldn't it be taught in primary schools? The idea evokes shock-horror in many quarters.

Telephone training is another new thing for schools, and Tele-Train (Melbourne Street, Brighton) is one of several companies offering intensive courses to MSC organizations and hoping to get into schools. Students are taught explicitly vocational skills, such as operating British Telecom's Monarch switchboard and Puma telex equipment. Successful candidates receive a certificate of proficiency and apparently around two-thirds subsequently get jobs. Fees range from £25 to £100, depending on duration and numbers.

Computers and computer training have become a major interest for video companies. Most, like Compavision International's *Technology Made Easy* series, are beyond schools' budgets, at £195 to buy and £25 to hire. However, Comput-Ed has a *Looking Into* series (£32 VHS or Beta, £44 U-matic). They are at Long Lane, Duxbury, Devon and their videos cover *Bits and Pieces of a Micro*, *Computer Care and Safety*, *Graphics*, *Lotus 1-2-3* and other topics.

City & Guilds and BTCC operate the joint board for the Certificate of

Pre-Vocational Education (CPVE). A video about this qualification, suitable for students, employers, teachers or parents can be borrowed or bought (£10) from the CPVE Joint Board at 46 Britannia Street, London WC1X 9RG. They also publish a quarterly newsletter, *CPVE Focus*.

Over 36,000 students in England, Wales and Northern Ireland have registered for CPVE in the last year, of whom 20,000 were in schools - an increase of over 100 per cent from 1986. CPVE studies combine a core of skills (including communication, numeracy, information technology) with vocational studies.

Health

Current health concerns were reflected in the range of teaching materials on Aids and drugs. Yorkshire TV's most recent release, first broadcast only weeks ago, is *Aids: A Programme for Students Over 16*. In this excellent programme presenter Ma-jella MacEilwee (an Aids counsellor and youth worker) packs an impressive amount of reliable information into 15 minutes, using a rare combination of powerful but not melodramatic case history and credible but not irresponsible teenage comment. It costs £19.95 and could save lives.

The Yorkshire mail order video catalogue includes 30 other new titles from £19.95. It can be obtained from Geoff Foster, Yorkshire Television, Leeds LS3 1JS. Some videos, such as the popular *How We Used to Live* series, have associated computer software; on BBC and Master compact discs and Spectrum cassette/micro-drive these cost £22.95 for three programs, £36 for four. Series such as *Marketing*, *Maths*, *Mini Enterprises*, *Leading Edge Graphics* and *About Media Studies* (produced by Scottish Television) have much to offer schools, especially in this age of TVEI.

More Aids information is provided by Scriptographic Booklets Ltd (Station Approach, Haslemere, Surrey). Their cheap and cheerful 16-page A5 booklets are sold in bulk, though you can mix titles; prices are £30 for 50 or more, down to £29 for 5,000. They are written to a strong formula, with clear structure, simple language, and plenty of display boxes and cartoons. In addition to three Aids titles, there are many health-related booklets including drugs, alcohol, smoking, and child abuse. The Scriptographic list of 100 titles includes several on safety, from VDUs to welding.

evaluations, and to ease the dissemination of these, plus all the materials in this file; they are free of copyright. It is also salutary to note that both the time and cost of each practical session has been kept within realistic limits. The techniques relating to the evaluation of foods by sensory methods is fascinating, and this, plus the methodology generally adopted throughout this section, will give the pupil insight into the reality of food science.

The investigations are set within the confines of four modules - buying and choosing eggs, coagulation, aeration and emulsification each introduced by a short video programme which has

In the swim

Tadpoles: Guidelines for Keeping and Using Animals and Plants. Price 85p plus p&p. Centre for Life Studies, Zoological Gardens, Regent's Park, London NW1 4RY.

What is there to keeping tadpoles? You just go into the country with a bucket, grab some spawn, take it back to the classroom and wait for the frogs - or is it toads? - or are they newts? - to hatch. Meanwhile, the police run your car registration number through their computer, and you are summarised for removing endangered species which are protected by law.

To avoid all this confusion the ILEA's Centre for Life Studies have produced this excellent booklet, *Tadpoles*, the latest addition to their "guidelines for keeping and using animals and plants" series.

As with the other booklets in this series, the emphasis is on explaining the subject of keeping animals clearly, without using unnecessary jargon or unexplained biological terms, but the information is not too general or simplistic.

This booklet deals with tadpoles of both tailless amphibians (frog and toads) and the tailed amphibians (salamanders and newts). Axolotl, clawed toad and bull frog tadpoles are also described and details of special needs outlined. The chapter on setting up an aquarium and feeding are invaluable. Even if you've kept tadpoles before it's worth scanning the helpful headlines in the booklet's wide margins to check if you've thought of everything.

Right from the start, the booklet tackles the problems of conservation and disruption of the British environment. It's clearly emphasized that it is illegal to release exotic species into our countryside. Care and consideration are needed when lifting a handful of spawn from your local pond. Do you really need all those eggs? Can you aquaria cope with the numbers you have collected? The legal implications of both collection and release are clearly set out.

An integral part of the chapters on keeping and feeding tadpoles are two appendices, one on suppliers and the other a useful list of references for further background information. The third appendix and final chapter work together to suggest a whole range of classroom observations and supporting material. The activities suggested include detailed observation work on the changes that take place as the tadpoles develop, as well as simple valid experiments on food preference, growth rates or locomotion.

For anyone contemplating keeping tadpoles this booklet is a must. The information it gives enables you to keep them with confidence. It supports you with lots of detailed material to develop really useful classroom work. Both specialists and non-specialists will find the booklet a valuable resource.

Sheila Gore
Jane Mainwaring



Next week

Chris Baines investigates wildlife resources on your doorstep.

WILTSHIRE

11-18 Co-educational Comprehensive School with 1200 pupils

Required for September 1987. An enthusiastic teacher of ECONOMIC Science 1 to join a popular department, to teach to 'S', 'A' and GCSE level together with commerce to GCSE. A willingness to take an active part in the further

Scale 2 Posts and above

Required for January 1988
earlier if possible, experie
English specialist (Scale 3
be responsible for the sub

Cambridgeshire
(An Equal Opportunity Employer)
HUNTINGDON AREA
LONGLANDS COMMUNITY COLLEGE
St Neots, Huntingdon, Cambs.
For full details in Sixth Form
Required for September

tershire
for further details and application

COLLEGE, station road, Broughton
R.
September for one year, a teacher of
RE.
ought to develop further an extensive
with other Performing Arts.
colleges and staff have a commitment to
on.
al at the College by letter with full
and addresses of two referees.
arn.
mmers Road, Leicester (11-16).
for one time teacher to work in the
ment.
for one term to teach to GCSE level.
ETH (COLLEGE, University Road,

Psychology graduate qualified to timetable in large department.
Lea Terrace, Nelson Morbury, Leica.
or one term only. Full-time position.

[illegible]

INDEPENDENT EDUCATION

continued

Mathematics

Other Assistants

LONDON

Small Independent School in North London, requires a qualified and experienced teacher of Mathematics to GCSE level for September. This position is part-time but salary as for full-time. Please apply with full CV and names of two referees to: Headmaster, 107 Bux 755, 107 Bux Lane, EC1M 4JG (17345) 183424

Modern Languages

Heads of Department

SURREY

ST. DAVID'S SCHOOL for Girls, Ashford, Surrey, has a vacancy for the Head of Modern Languages to commence in January 1988. Salary as per teacher's contract. Please apply with C.V. and details of two referees to: Mrs Judith G. G. David, Headmaster, Church Road, Ashford, Surrey, TW15 3DZ. (16882) 163616

Modern Languages

Other Assistants

MIDDLESEX THE AMERICAN COMMUNITY SCHOOLS Hillingdon. Required August 1987. 18 or equivalent. Tel: Headmaster for information. Uxbridge 59771 (16905) 183624

Music

Heads of Department

Berkshire

CLAIRE COURT SCHOOL Ray Mill Road East, Maidenhead SL6 6TE. IAPS 250 Day Boys 11-16. Vacancies for September 1987, or earlier if suitable, to take charge of a thriving department. The post may be either full or part-time. Applications in writing, enclosing CV and names, addresses and telephone numbers of at least two referees, to the Headmaster, (17353) 183818

Other Assistants

ESSEX

CHIWELL SCHOOL, Chiswell, Essex, SG7 6GF (HMC/APS). Vacancies for September for at least one day a week, a qualified, lively and enthusiastic teacher of SINGING, individual lessons and group work (medieval to contemporary). Boys 8-18, Sixth Form girls. Please apply to the Director of Music, Mr N.A. Sherwood, (17908) 183824

KENT

BENEDICT SCHOOL Cranbrook, Kent TN11 7AA. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

Physical Education

Heads of Department

Berkshire

CLAIRE COURT SCHOOL Ray Mill Road East, Maidenhead SL6 6TE. IAPS 250 Day Boys 11-16. Vacancies for September 1987, or earlier if suitable, to take charge of a thriving department. The post may be either full or part-time. Applications in writing, enclosing CV and names, addresses and telephone numbers of at least two referees, to the Headmaster, (17353) 183818

Other Assistants

MIDDLESEX

THE AMERICAN COMMUNITY SCHOOLS Hillingdon. Required August 1987. Physical Education Teacher. Salary as per contract. Tel: Headmaster for information and application form. Uxbridge 59771 (16904) 183824

STAFFORDSHIRE

Required for September or January. Teacher. Would be required to co-ordinate the school's extra-curricular activities and to have extensive knowledge of water sports activities. Enthusiasm is essential as is a commitment during term time to play a very active part in the life of this multi-educational independent school. The school has use of a dual purpose sports and Leisure Centre situated in its own grounds. Would suit a person looking for a first time appointment. Apply in writing (no formal) to the Headmaster, Lyncroft House School, 11, Church Lane, Cannock, Staffs, (1607) 184924

SURREY

NOTRE DAME SCHOOL, Burwood House, Cobham, Surrey. 18 Years - Convent School for Girls (approx. 550). Vacancies for September 1987. A committed and enthusiastic full or part-time teacher of Physical Education and Leisure, to teach throughout the year, and to be responsible for the school's sports, tennis, swimming and especially netball. School has modern well equipped facilities. Applications in writing to the Headmaster with full curriculum vitae and names, addresses and telephone numbers of two referees as soon as possible. (17767) 184924

Religious Education

Other Assistants

LIVERPOOL

HUYTON COLLEGE Huyton, Liverpool L36 5XQ. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

Science

Other Assistants

LONDON SW1

Southbank, The American International School, requires a full-time teacher for September 1987. The post is a full-time position, with some teaching in the school and some in the international school. The salary is £11,118 per annum. Applications in writing, enclosing CV and names, addresses and telephone numbers of at least two referees, to the Headmaster, SW1V 1PB. (16834) 184824

LONDON WC2

part-time Biology Teacher. Salary as per contract. Tel: Headmaster for information and application form. Uxbridge 59771 (16905) 183624

MIDDLESEX

THE AMERICAN COMMUNITY SCHOOLS Hillingdon. Required August 1987. Science Teacher. Salary as per contract. Tel: Headmaster for information and application form. Uxbridge 59771 (16905) 183624

SURREY

Required by American Day Boarding School in Surrey, full-time teacher of Physical Science and Biology to students aged 14-16. Candidates should have a minimum of 5 years' experience and especially in the field of teaching. A suitable position may be available to a suitable candidate. Please apply in writing with telephone No., full C.V., and names of two referees to: The Headmaster, Taxis, England, Latchford, Surrey, GU24 8TE. (16861) 184924

WEST SUSSEX

SLINDON COLLEGE Slindon, Sussex. A full-time teacher of Biology and/or Chemistry required for September 1987. Slindon College is a small independent boarding school offering education to boys aged 11 to 18 and, therefore, commitment to boarding. Accommodation would be provided in a simple parlour. Please apply in writing, with CV, to the Headmaster, Slindon College, Slindon, Arundel, West Sussex BN15 0RH. (16905) 184924

Speech and Drama

Other Assistants

LONDON SE22

ALLEY'S SCHOOL, London SE22 8BU. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

Other than by Subject

Classification

Other Assistants

LEICESTERSHIRE

WILKINS FARM SCHOOL, Wilkinstown, Leicestershire LE15 7EP. Required for September 1987. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

LONDON W5

ASHBOURNE TUTORS Ashbourne Tutors is an independent, non-profit-making, offering exam-based tuition for all levels of students. We are expanding our specialist departments of Mathematics, Science, and English to following outstanding students. Ashbourne Tutors, 11, Church Lane, Cannock, Staffs, (1607) 184924

MIDDLESEX

THE AMERICAN COMMUNITY SCHOOLS Hillingdon. Required August 1987. General. Secondary School Level. Tel: Headmaster for information and application form. Uxbridge 59771 (16905) 183624

NORFOLK

Required for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

SOCHILLER

INTERNATIONAL UNIVERSITY. Required for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

Preparatory Schools

By Subject Classification

Art and Design

Other Assistants

SUSSEX

ST. AUBYN'S SCHOOL, Rottingdean, Brighton, Sussex BN1 1A. P.S. Preparatory School for 11-18 boys. Required for September 1987. Teacher to take Art, CDT, and/or other subjects. Applications in writing with names of two referees to the Headmaster, (17315) 201224

English

Other Assistants

NORTH YORKSHIRE

WENLOCK SCHOOL, Wenlock Hall, Leamington, Notts. LE19 9QN. This mainly boarding Preparatory School (I.A.P.S.) requires for September 1987 or January 1988 a teacher of some English and other subjects by arrangement. The school is a small, independent, co-educational day school. Details of career, should be sent to the Headmaster as soon as possible. (16935) 185224

Other than by Subject

Classification

Other Assistants

LEICESTERSHIRE

WILKINS FARM SCHOOL, Wilkinstown, Leicestershire LE15 7EP. Required for September 1987. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

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Mathematics

Other Assistants

Oxfordshire

BEECH HALL SCHOOL, Beech Hall, Oxford. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

Modern Languages

Other Assistants

SURREY

FRENCH TEACHER (part-time). Required for September 1987. Apply with CV and names of two referees to the Headmaster, 11, Church Lane, Cannock, Staffs, (1607) 184924

Other than by Subject

Classification

Other Assistants

CLWYD

LYNDON SCHOOL, Grover Road, Clwyd. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

Other than by Subject

Classification

Other Assistants

KENT

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PREPARATORY SCHOOLS

continued

LONDON N12

WOLVERWOOD PREP SCHOOL, London N12. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

Worcestershire

Worcestershire. Vacancies for September 1987. We are looking for a part-time teacher for September 1987 to teach throughout the school. Substantial experience essential and ability to teach to a high standard. Full salary, rates, expenses and other benefits to be agreed. Apply in writing giving names, addresses and telephone numbers of three referees to the Head, Mrs G.O. Ducharme, by the 11th August 1987. (17314) 183824

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Mathematics

Other Assistants

Oxfordshire

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Modern Languages

Other Assistants

SURREY

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Other than by Subject

Classification

Other Assistants

CLWYD

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KENT

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MIDDLESEX

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NORFOLK

ADMINISTRATION - LEA

DORSET
DIRECTOR, EAST ANGLIAN
WEST DORSET
PROFESSIONAL EDUCATION
CENTRE
Based at Bournemouth and
Weymouth
Salary: £12,950 - £19,513
Applications are invited from
qualified teachers or edu-
cational managers with expe-
rience in the management of
schools or colleges. There are
two new posts in two new
Professional Centres to be
established on 1st January
1989.
A valid full driving licence is
essential.
Application forms returnable
by 31st August 1987 and
further details from the Man-
agement Officer, Education De-
partment, County Hall, Dor-
chester, Dorset DT1 1XJ, or
receipt of a form (a.c. 116843) 480000

EAST SUSSEX
CAREERS SERVICE
COMMUNITY CAREERS
OFFICER
Based at HITCHAM SCHOOL
Crawley, Sussex BN1 1JL
Salary: £12,950 - £19,513
Applications are invited from
qualified teachers or edu-
cational managers with expe-
rience in the management of
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DEVON
TODAY HEALTH
EDUCATION
PROFESSIONAL
PREVENTION SERVICE
OFFICER
Based at HITCHAM SCHOOL
Crawley, Sussex BN1 1JL
Salary: £12,950 - £19,513
Applications are invited from
qualified teachers or edu-
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chester, Dorset DT1 1XJ, or
receipt of a form (a.c. 116843) 480000

HAMPSHIRE COUNTY COUNCIL
Highbury College
Cosham, Portsmouth, PO6 2SA
ACADEMIC REGISTRAR
Grade PO1 (£12,882 - £13,880)
This is a new post which has been established to be responsible for
the academic and student related services, including development of
computerised records, and Clerk to the College Academic Board.
Considerable experience, at Senior level in academic administration,
including examinations and/or admissions and registry, in a College
with a significant amount of advanced work will be required
preferably together with an appropriate degree.
Hampshire County Council pursues a policy of equality of opportunity.
Applications are particularly welcome from people with
disabilities.
For Job Description and application form contact (0705) 363181 Ext.
225.
Closing date: 14th August.
Interviews: 10th September

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of Chief Examiner for the BUILDING CONSTRUCTION (619) at ADVANCED LEVEL of the General Certificate of Education for the 1988 examination.
Applicants should have a degree or equivalent qualification, a minimum of four years' relevant experience, and a minimum of three years' experience of examining.
Further information and application forms may be obtained from the Secretary, General AEB, 21, St. John's Road, Guildford, Surrey GU1 2JL, to whom completed forms should be returned not later than three weeks from the date of appearance of this advertisement. (1707) 600000

Outdoor Education

GRAMPIAN REGIONAL COUNCIL OUTDOOR EDUCATION TUTOR

Required for development of outdoor education within cross section of Community based groups in the Aberdeen area, from 1st September, 1987 until 31st March, 1988. Applicants must have a range of experience in adventure activities including walking, canoeing, climbing and skiing. National qualifications in these activities are important but not essential. In addition all applicants must be over 21 years of age and have held a clean driving licence for at least 3 years.
Monthly salary basic £537.89 or higher £596.00 depending on experience and qualifications.
Application forms from: Regional Outdoor Education Officer, Grampian Regional Council, 100, St. Andrew's Road, Aberdeen, AB9 8QJ.
Closing date for applications: 14th August 1987 (17334) 680000

Miscellaneous

FREELANCE PAINTING AND DECORATING TRAINER

Required to help in training of new teams of unskilled workers. Must be a good communicator and have excellent trade skills. Terms negotiable.
Send Doreen Dillon on 960 500000 (17384)

MID WALES

RHEIDOL STUDY CENTRE INSTRUCTORS

Required from Sept. '87 to teach GCSE and A Level Geography and Env. Studies in residential students. Candidates should possess relevant academic qualifications and ideally with teaching experience. A willingness to teach in a residential setting is essential.
The Centre also runs a wide range of Outdoor Pursuits and Development Training courses. A willingness and ability to instruct in these would be an advantage.
The posts are residential with single room accomm. only with full board.
Please apply by letter giving full details of qualifications and experience to: The Director, Rheidol Study Centre, 39, West Street, St. Asaph, Denbighshire LL17 9JN. (1739) 680000

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE International Examinations

DEVELOPMENT OFFICER for RECORDS OF ACHIEVEMENT

The Syndicate has collaborated with Cambridgeshire County Council in developing a model for a Record of Achievement.
It wishes to appoint someone from 1st January 1988, with the ability to manage and extend this development as it is made available to schools and colleges throughout the UK and abroad.
The appointment will be for two years in the first instance, with a salary at an appropriate point between £8,788 and £14,825 (under review).
Candidates with appropriate experience are invited to write for further information to:
The Secretary, Council for Examinations Development, University of Cambridge Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.
Completed applications should be returned by 14th August 1987. Three references will be required.

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

East Anglian Examinations Board
London Regional Examinations Board
University of London School Examinations Board
Applications are invited for the following Chief Examiner appointments for the June 1988 examination.
General Certificate of Secondary Education Examination ARITHMETIC
General Certificate of Secondary Education (Mature) Examination COMPUTER STUDIES
Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from: The Secretary, London Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LE. Application forms should be returned by 7th August 1987.

National Institute of Adult Continuing Education (England and Wales)

SENIOR PROFESSIONAL ASSISTANT

REPLAN is a national Programme to promote the development of educational opportunities for unemployed adults in England and Wales. NIACE is a major partner in this Programme and now wishes to appoint a Senior Professional Assistant to be based in Leicester. The duties of this post will be to organise an effective administrative support service to the central and regional based staff. It will include the use of computer based systems for information processing and communications. The appointee will have a high level of written communication skills, administrative experience, and the ability to present complex information with clarity and brevity. He/she is likely to be a graduate with some experience and knowledge of the education service in England and Wales. Appointment will be for two years, beginning as soon as possible, and with the possibility of extension. Secondment from an existing post would be acceptable to the Institute.
Salary in the NICE Principal Officer range points 36-39 (currently £13,806 - £14,769).
Further details available from:
The Secretary (REPLAN), National Institute of Adult Continuing Education, 18b De Montfort Street, Leicester LE1 7QE, to whom applications should be sent by 7th August 1987. NIACE is an equal opportunities employer. (16800)

NORTHERN COUNTIES SCHOOL FOR THE DEAF Newcastle upon Tyne BURSAR

Applications are invited for the post of Bursar and Clerk to the Governors at this non-maintained residential school for profoundly deaf and handicapped pupils.
This post will fall vacant in March 1988, and applicants should have a proven record of administrative and financial skills with the necessary professional qualifications. Grading of the post will be Principal Officer.
Further details and application form from:
Clerk to the Governors
Northern Counties School for the Deaf
Great North Road, Newcastle upon Tyne, NE2 3BB.
Closing date 19th August 1987

The Methodist Church Division of Education and Youth is seeking a NATIONAL TRAINING SECRETARY

to succeed Miss Beryl Underhill on her retirement, to develop the policies and programmes of the church in the training of workers with:
CHILDREN UNDER THIRTEEN
Date of commencement by agreement as early as possible in 1988.
Soulbury Scale Youth and Community Services Officers, points 5-9 Main Range.
Description of post and further details from:
Rev Douglas A. Brown,
Division of Education and Youth,
2 Chester House, Pages Lane, London N10 1PR.
Applications must be received by September 21st 1987. The advertisement will be repeated in September.

EDUCATION & RECREATION DEPARTMENT

Finance Officer PO2 £13,890 - £15,039 Inclusive of London Weighting

The above post offers an excellent opportunity to be involved in the day-to-day financial management of a progressive education authority. The holder of this key post will be expected to provide senior management with financial advice and support and will be responsible for the day-to-day financial management of a large department.
Although an accountancy qualification will be an advantage, the requirements for the post are a general understanding of local government finance and accounting with some years of experience in the Public Service.
Application form and further details available from the Director of Education & Recreation, Crown House, London Road, Morden, Surrey SM4 6DX. Tel: 01-845 3266.
Closing date: 7th August 1987.

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An Equal Opportunity Employer

EDUCATION

Careers Service

Development Officers (2) SO1 £10794 - £11496 based at County Hall including fringe allowance.

Applications are sought from those with a sound knowledge of Careers Service operations; and an interest in researching aspects of guidance, information and placement work in support of the new County Management Team. For one of the posts a keen interest in the application of new technology for the Service is required.
Posts available for either full/part-time, or job share arrangements.
Applications forms and further details can be obtained from the County Careers Office, County Hall, Hertford SG22 8DF, telephone Hertford 555791 for return by 7 August 1987. Please quote reference TES. (08871)

Hertfordshire County Council
An Equal Opportunity Employer

KENT COUNTY COUNCIL EDUCATION DEPARTMENT

General Inspector Primary (SCIENCE AND TECHNOLOGY)

Soulbury (HT10) £19280-£20788 (award pending) based at Maidstone.
You should be suitably qualified with senior management experience in primary schools involving work in the science and technology area of the curriculum.
Job description and application form returnable by 17 September from the County Education Department, Springfield, Maidstone, Kent ME14 2LJ. Telephone Maidstone 871411 Ext 2509 (Ref PTC) (05880)

KENT COUNTY COUNCIL

SHEFFIELD COUNCIL Working for a better City

Assistant Education Officer Property Services PO2i £17,574 - £18,768

You will be required to contribute to the development of property services for all educational premises, co-ordinate the technical advice service demands and resource availability, oversee the management of change in the existing and planning services and provide the development of staff and the use of information technology to respond to community and departmental needs. Successful applicants will be responsible for the management of a large organisation, preferably in a local government environment, is seen as essential as is a commitment to a participative management style. Professional and personal attributes of a high order are required to continue the leadership of a section of the department which is held in high esteem.
APPLICATION FORMS AND FURTHER DETAILS ARE AVAILABLE FROM THE CHIEF EDUCATION OFFICER (REFERENCE SHP/PS), PO BOX 67 LEOPOLD STREET, SHEFFIELD, S1 1EL. TEL 0742 738784, TO WHOM COMPLETED FORMS SHOULD BE RETURNED BY 7TH AUGUST. (0518)

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Appointments Wanted

EXP. MOD. LANGUAGE TEACHER
Teaches French, Spanish, Latin, Greek, etc. at a private school. Prestigious M25 3JL. (17318) 720000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)
A Practical and thorough one week introduction to Teaching English as a Foreign Language from Pilgrims. The TEFL Centre.
Courses are held throughout the summer at the University of Kent at Canterbury.
Phone or write to: Terry Edwards, Pilgrims Teachers' Centre, 8 Vernon Place, Canterbury, Kent CT1 3YD. Tel: (0247) 455486. 760000 (06149)

LONDON W2

R.S.A. Certificate in T.E.F.L. Full-time courses through the year. Part-time courses Sept. to Dec. 1987 or Jan. to May 1988. Fee £400 including of R.S.A. registration fee. Information and application forms from: Marie Archibald, Training 21, St. John's Road, London W2 1QH. Tel: 724 2217. (16833) 700000

PORTUGAL

Qualified single teachers and couples required for contracts in Portugal. Full C.V. with photo and availability to the Director of Education, Alameda das Lutas 98, 8870 Montijo, Portugal. 700000 (17413)

SPAIN

EFL Teacher required NE Spain for established language school. Holder of RSA Prep. Grade B or equivalent are invited to apply in writing to the Director of Education, Alameda das Lutas 98, 8870 Montijo, Portugal. 700000 (17400)

TEMPORARY EFL teacher

Required for supply, short-term basis. Full C.V. with photo and availability to the Director of Education, Alameda das Lutas 98, 8870 Montijo, Portugal. 700000 (17400)

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YAGO SCHOOL
Requires from Sept. '87 three full-time E.F.L. teachers to work in a Spanish sixth form on the way to a new career. Candidates should have E.F.L. experience, preferably at knowledge of Spanish would be an advantage.
We also require E.F.L. teachers who are primary trained to work in schools in Madrid from September. Tel: (0845) 50555 to arrange interview times. (16880) 700000

GREECE

EFL teachers are sought for private schools in Greece. Applications to: English Advisory Centre, c/o Surrey Language Centre, 39 West Street, Farnham, Surrey GU9 7DR. (17308) 700000

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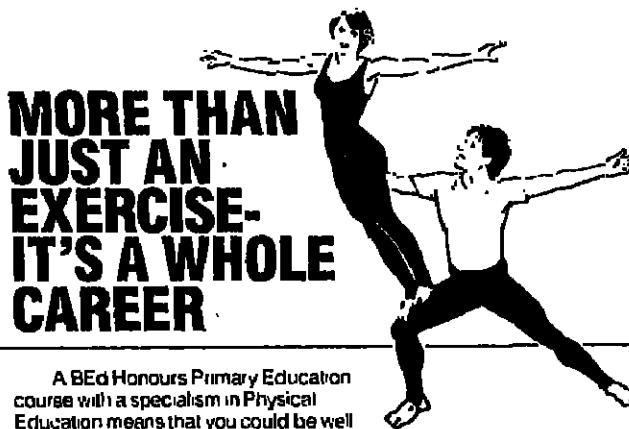
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ALL ENQUIRIES REGARDING COURSES SHOULD BE DIRECTED TO: ADMISSIONS, LIVERPOOL POLYTECHNIC, I.M. MARSH CAMPUS, BARKHILL ROAD, AIGBURTH, LIVERPOOL L17 6SS.

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Education Courses Review will appear in The Times every Monday for 4 weeks commencing 17 August, and for 4 weeks in The Sunday Times starting 16 August.
So reserve space now. Write to Gill Sage, Group Advertisement Department, The Sunday Times, Weymouth Street, London E1, or telephone (01) 491 1064.

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Please send SAE to T.E.F.L. Dept., Linguarama, 18 Waterloo St., Birmingham B2 5UE. (0527) 760000

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In association with the Society, The TES has published an illustrated booklet based on the exhibition with text by Maurice Rickards, foreword by Stuart Maclure and a teaching note by Graham Hudson.

THE TIMES Educational Supplement

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